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AUTHORIZATION OF LAND-GRANT COLLEGE FOR THE DISTRICT OF COLUMBIA

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HEARINGS

BEFORE THE

SUBCOMMITTEE ON PUBLIC HEALTH,
EDUCATION, WELFARE, AND SAFETY

OF THE

COMMITTEE ON
THE DISTRICT OF COLUMBIA

UNITED STATES SENATE

NINETIETH CONGRESS

FIRST SESSION

ON

S. 1999

TO AMEND TITLE II OF THE DISTRICT OF COLUMBIA PUBLIC
EDUCATION ACT

AUGUST 25 AND 28, 1967

Printed for the use of the Committee on the District of Columbia



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AUTHORIZATION OF LAND-GRANT COLLEGE FOR THE DISTRICT OF COLUMBIA

(S. 1999)

FRIDAY, AUGUST 25, 1967

U.S. SENATE,
SUBCOMMITTEE ON PUBLIC HEALTH, EDUCATION,
WELFARE, AND SAFETY OF THE COMMITTEE
ON THE DISTRICT OF COLUMBIA,
Washington, D.C.

The subcommittee met, pursuant to notice, at 2:05 p.m., in room 6226, New Senate Office Building, Senator Wayne Morse presiding.

Present: Senator Morse.

Also present: Chester Smith, staff director; Richard Judd, professional staff member; Owen Malone, associate counsel; James Medill, assistant counsel; and Howard Abrahams, assistant counsel.

Senator MORSE. The hearing will come to order.

This afternoon we begin hearings on S. 1999, which I introduced in the Senate on June 23, 1967, to enable the Washington Technical Institute to be considered a land-grant college for the benefit of the mechanical arts and agriculture in accordance with the provisions of the Morrill Act of July 2, 1862.

The bill enables the Washington Technical Institute to receive the benefits of land-grant college acts in the same manner as the land-grant colleges in all the States of the United States and Puerto Rico. The primary benefits of S. 1999 to the citizens of the District of Columbia are in the fields of home economics and youth development. I know of no city in America that is in greater need of this type of program than the Nation's Capital.

This subcommittee has conducted many hearings in the field of health and welfare problems in this city. Subcommittee members have also gone out into the city to see first hand the conditions which exist. On the basis of what I have seen and on the basis of the testimony that has been presented to my subcommittee, I know of few pieces of legislation more important to the youth and homemakers of this city than the legislation we are beginning hearings on today.

The land-grant college program has worked well throughout this country since its inception. I see no reason why many of the land-grant programs which have worked so well in rural America should not be effectively used in American cities. I think that the vast experience of the Federal Extension Service, for example, could be of significant benefit to the people of this city.

The bill also amends the Smith-Lever Act of 1914 to allocate funds to the Washington Technical Institute to carry out extension programs in the land-grant college. There may have to be some adjustments made in this legislation in order that it may be made completely applicable to the District of Columbia in view of the fact that the District of Columbia performs the function of a State, county, and municipal government. Some of the land-grant college programs may not be completely applicable to the District of Columbia's situation in every particular.

As the damning darkness increases over American cities, I believe that this is another piece of very important legislation which can help light the candle to reverse the trend experienced in a number of American cities. This legislation embodies concepts which would get people working together for a common purpose rather than conditioning them from the beginning to bitterness, to hatred, and to becoming potentially irresponsible activists. One of the reasons, in my judgment, that we have this great domestic crisis in American cities is that we have been looking too much to other continents to solve their problems rather than to the crisis which has developed in American cities, including the Nation's Capital.

I would like to add that when I first introduced the bill I made comments to the effect that in 1957 this subcommittee conducted what became known as the Morse hungry children investigation, bearing my name only because I was the chairman of the subcommittee. Full credit for the study goes to every member of my subcommittee. We brought to life some shocking, deplorable conditions in the District of Columbia at that time.

We found, for example, that over 230 little boys and girls in the District of Columbia were dependent on the garbage cans in the ghetto alleys of the District or from handouts from the back doors of the ghetto dwellings for 100 percent of their food supply. In many of the instances the children didn't have the slightest idea of who their father was. In some instances they couldn't be sure of their mothers. They were waifs.

The committee was shocked, the Senate was shocked when it received the report my subcommittee made.

May I say as I have gone around the world, I have found more knowledge of the hungry children investigation of 1957 conducted in Washington, D.C., in the undeveloped nations of the world than in the capital cities of the States of the United States because, let's face it, when we permit such shocking conditions to exist, you can be pretty sure there are critics abroad, and there are many of them in the undeveloped countries of the world, who are soon informed about what is happening here.

You can't go abroad these days without finding great criticism, perplexity, and just confoundment on the part of many people in the other parts of the world as to what is happening to us here in our country with all of our prating about our system of freedom, and yet they observe our failure to put the real meaning of freedom into actual practice.

I make one further comment. We are dealing here with a city or a district whose population is larger than the population of each of 11 States in this country. That is not recognized by many, many people.

You also have here an area that has not only city problems, but it also has to be looked upon as an area that carries out county and State obligations without any right of franchise, without any right of self-government, without the guarantee of full citizenship to some 850,000 fellow Americans, 62 percent of whom are Negro, 92 percent of the student population of our schools is Negro. And so we have a very serious social and economic and political problem in the District.

In the hungry children investigation of 1957, you know what we found? We found a surprising number of mothers who couldn't cook food, didn't know how to prepare food, just lacked the ability to prepare food, to maintain a healthy diet even when we got the food supplied to them. They couldn't make clothes. They couldn't clothe their children if you supplied them with the materials to make the clothing. And that is part of what you hear me say so many times is the problem of training for employability, because if anyone thinks that a housewife is not employed, then they don't know what the problem of operating a household is.

These women have to be trained, really, to operate a household.

The Land-Grant College Act has always been designed in part to supply home economics training, to help provide the training in order to maintain, through that training, decent homes. My study of its history doesn't convince me that it was ever contemplated that it should be limited to rural areas or rural slums, but ought to be made available to colleges wherever they are located that can qualify for providing the service that the Land-Grant College Act envisioned should be made available to the people of the area in which the college is located.

I happen to be the author in the Senate of the technical institute legislation. I want the hearing record to show that it was certainly not my intention and certainly was not the intention of the Senate of the United States when it passed the bill based upon the legislative history I made as the floor manager of the bill, that this technical institute should not be considered as one that could qualify for land-grant college assistance if the Congress of the United States subsequently, as this bill proposes to do, authorized that it come within the jurisdiction of the Land-Grant College Act.

As far as this chairman is concerned, I never reach a final opinion on any bill until all the record is in. I would be unfair to the witnesses that are going to testify if I didn't say that I think the presumption favors the bill because of what I am satisfied is the clear need in the District of Columbia for this type of program and because I am satisfied that one of the purposes of a technical institute of this kind was to come to the assistance of those of lower income status in the District. I am convinced that one of the purposes of this Institute is to help carry out the objectives of the Land Grant College Act.

I admit that to authorize it requires this legislation. This is a general statement that I make by introduction of the bill to the hearings, and I will now insert into the hearing record a copy of the bill, remarks made in the Senate Chamber when the bill was introduced, reports on the bill received from the Department of Agriculture and the Department of Health, Education, and Welfare, and the memorandum prepared by the staff of the Senate Committee on the District of Columbia on the bill.

(The material referred to follows:)

[S. 1999, 90th Cong., first sess.]

A BILL To amend title II of the District of Columbia Public Education Act

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled. That title II of the District of Columbia Public Education Act is amended by adding at the end thereof the following new section:

"SEC. 206. In the administration of the Act entitled 'An Act to apply a portion of the proceeds of the public lands to the more complete endowment and support of the colleges for the benefit of agriculture and the mechanic arts established under the provisions of an Act of Congress approved July second, eighteen hundred and sixty-two', approved August 30, 1890 (26 Stat. 417; 7 U.S.C. 321-326, 328); the tenth paragraph under the heading 'EMERGENCY APPROPRIATIONS' of the Act entitled 'An act making appropriations for the Department of Agriculture for the fiscal year ending June thirtieth, nineteen hundred and eight', approved March 4, 1907 (34 Stat. 1256, 1281; 7 U.S.C. 322); the Act of May 8, 1914 (38 Stat. 372; 7 U.S.C. 341-346, 347a, 348, 349); the Act of March 2, 1887 (24 Stat. 440; 7 U.S.C. 361a-361i); the Act of July 22, 1963 (77 Stat. 90; 7 U.S.C. 390, 390a-390k); the Act of June 29, 1935 (49 Stat. 436; 7 U.S.C. 329, 427, 427i); and the Agricultural Marketing Act of 1946 (60 Stat. 1087; 7 U.S.C. 1621-1629), the Washington Technical Institute authorized by this title shall be considered to be a college established for the benefit of agriculture and the mechanic arts in accordance with the provisions of the Act of July 2, 1862 (12 Stat. 503; 7 U.S.C. 301-305, 307, 308), and the term 'State' as used in the aforementioned laws or provisions of laws shall include the District of Columbia."

[From the Congressional Record, June 23, 1967]

DISTRICT OF COLUMBIA PUBLIC EDUCATION ACT

Mr. MORSE. Mr. President, I introduce, for appropriate reference, a bill amending title II of the District of Columbia Public Education Act, enabling the Washington Technical Institute to be considered a college for the benefit of the mechanic arts and agriculture in accordance with the provisions of the act of July 2, 1862, and enabling the Institute to receive the benefits of the so-called land grant college acts.

Should Congress approve legislation enabling the District of Columbia to maintain a land grant college, many a worthwhile benefit would accrue to the citizens of the Nation's Capital. One of the major benefits would be extension work consisting of giving instruction and practical demonstrations in home economics relating to a person not attending or a resident of such a college. It happens to be a very ugly fact of life that many thousands of women in the District of Columbia do not know how to plan their household budgets, including the food budget, nor do they know how to properly prepare food for their families. This has been demonstrated time and time again during the course of many hearings my Subcommittee on Public Health, Education, Welfare, and Safety has conducted on welfare problems in the Nation's Capital.

I am advised that all States in the United States and Puerto Rico maintain land grant colleges. I am also advised that land grant colleges are located in the cities of Columbus, Ohio, Minneapolis, Minn., and Cambridge, Mass., and that many of their land grant programs are directed to urban problems such as those we are confronted with here in the District of Columbia.

I have been informally advised that should the Washington Technical Institute be considered a land grant college by Congress, it could expect to receive approximately a \$50,000 annual grant under the Morrill-Nelson Act and approximately a \$330,000 annual grant under the Bankhead-Jones Act.

I believe that there is a definite need for such a program in the District of Columbia, and I am convinced that the money would be well spent. I know of no valid reason why the District of Columbia should be singled out as the sole exception to having a land grant college. My bill would alleviate this inequity.

At least, I believe there is such an inequity, and I am introducing the bill for that purpose.

I wish to point out that the population of the District of Columbia is larger than the population of eight States in this country.

I ask that this bill be printed and appropriately referred . . .

* * * * *

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE,

August 29, 1967.

Hon. ALAN BIBLE,

*Chairman, Committee on the District of Columbia,
U.S. Senate, Washington, D.C.*

DEAR MR. CHAIRMAN: This is in response to your request for a report on S. 1999, a bill "To amend title II of the District of Columbia Public Education Act."

The bill would, among other things, add a new section at the end of title II of the District of Columbia Public Education Act, providing that in the administration of the second Morrill Act (7 U.S.C. 321-326, 328) and the Bankhead-Jones Act (7 U.S.C. 329) the Washington Technical Institute shall be considered to be a college established for the benefit of agriculture and the mechanic arts in accordance with the provisions of the first Morrill Act, and that the term "State" as used in the applicable laws shall include the District of Columbia.

The Land-Grant College program is the only program administered by this Department through the Office of Education under which the District of Columbia is not eligible for benefits. We think it is desirable to include the District of Columbia in that program.

However, this bill, in its present wording, raises a number of problems. Hitherto, the designation of its land grant college or colleges has been left under the Morrill Acts to the State concerned, and we suggest that the same approach be taken vis-a-vis the District of Columbia. We note, in this connection, that the Washington Technical Institute is being developed as a two-year institution; all other colleges participating in land grant benefits up to the present have been 4-year schools.

Another problem arises in connection with the application of the Bankhead-Jones Act to the District. The second Morrill Act (1890) permanently appropriates \$50,000 annually to each State and territory for the endowment of its land-grant college (or colleges). The inclusion of the District of Columbia under the benefits of this Act would involve no hardship for the other States. However, the Bankhead-Jones Act authorizes annual supplemental appropriations with fixed dollar ceilings. Unless these ceilings are increased to allow for the addition of the District of Columbia or a special authorization is added for the District of Columbia, the inclusion of the District would necessarily inure to the disadvantage of the other institutions. The ceilings of the Bankhead-Jones Act were raised twice, once for Alaska and again for Hawaii. We therefore suggest that consideration be given to a similar increase at this time to ensure that no other institution need suffer a decrease in its allotment because the District of Columbia has been granted this benefit.

An additional difficulty exists in the bill's extension of the benefits of the first Morrill Act to the District of Columbia, inasmuch as the District does not contain any public lands suitable for land grant purposes. In this respect, the District of Columbia is in a position somewhat analogous to that of Hawaii's in 1960. Congress, in the Hawaii Omnibus Act (P.L. 866-624), acknowledged at that time that the Federal Government did not have in Hawaii public lands appropriate for land grant purposes. The use of land scrip as an alternative had long since been discontinued; consequently Hawaii, in lieu of land, was granted a lump sum to be invested for the benefit of the land grant college or colleges in the same way as the proceeds of land sales or scrip would be. If a District of Columbia institution is to be made a land grant college, consideration might be given to some form of assistance in lieu of a grant of public lands or land scrip.

In sum, this Department favors the purposes of S. 1999, and would recommend its enactment, subject to consideration of the problems discussed above, and to the views of the Department of Agriculture insofar as statutes enumerated in the bill and administered by that Department are concerned. We would be pleased to

work with the Committee or its staff in developing the amendments proposed above in greater detail.

We are advised by the Bureau of the Budget that there is no objection to the presentation of this report from the standpoint of the Administration's program.

Sincerely,

WILBUR J. COHEN,
Under Secretary.

DEPARTMENT OF AGRICULTURE,
Washington, D.C., August 28, 1967.

Hon. ALAN BIBLE,
Chairman, Senate Committee on the District of Columbia,
U.S. Senate, Washington, D.C.

DEAR SENATOR BIBLE: Thank you for your letter of June 26 asking for a report on S. 1999, a bill to amend Title II of the District of Columbia Public Education Act.

The bill would enable the Washington Technical Institute to be considered a college for the benefit of the mechanical arts and agriculture in accordance with the provisions of the Morrill Act of July 2, 1862. This bill would enable the Institute to receive the benefits of land-grant college acts specified in the bill, some administered by this Department and some by the Department of Health, Education, and Welfare.

With regard to the acts administered by this Department, we favor initiation of a program principally in youth and home economics extension in the District of Columbia in conjunction with the Federal Extension Service. We believe the two critical necessities are (1) that funds be authorized for the youth and home economics programs in the District specifically for such work and in addition to present appropriations, thereby not reducing the payments to the fifty states and Puerto Rico; and (2) that the collaborating institution have the appropriate research and teaching activities effectively to support the extension work.

There is some uncertainty at this time as to the appropriate educational institution to carry out the extension program in the District. Therefore, rather than having the Washington Technical Institute designated by legislation, we suggest that the District of Columbia be authorized to make the designation in consultation with this Department and other interested Federal agencies. It is our understanding that the District of Columbia will recommend an amendment in this regard.

Under the bill as drafted, it is possible that the appropriation authorizations for youth and home economics programs would be inadequate. We recommend that the bill be amended to authorize appropriations in accordance with the needs and the availability of funds, rather than on the basis of a specific formula.

We see no need at this time for development of an agricultural experiment station in the District. If the provisions to include the Hatch, Bankhead-Jones, Agricultural Marketing, and Research Facilities Acts are to be retained in the bill, we recommend that these provisions be discretionary for the above reason and for further reasons which will be developed in the Department's testimony.

We make no recommendation regarding provisions of the bill which would be administered by the Department of Health, Education, and Welfare.

This Department will be glad to work with the Committee staff in drafting language to carry out the above recommendations.

The Bureau of the Budget advises that there is no objection to the presentation of this report from the standpoint of the Administration's program.

Sincerely yours,

ORVILLE L. FREEMAN, *Secretary.*

MEMORANDUM TO MEMBERS OF THE PUBLIC HEALTH, EDUCATION, WELFARE, AND
SAFETY SUBCOMMITTEE

IN RE S. 1999, TO AMEND TITLE II OF THE DISTRICT OF COLUMBIA PUBLIC EDUCATION
ACT

Dates of Hearings: Friday, August 25, 1967, 2:00 P.M.; Monday, August 28, 1967,
9:00 A.M.

S. 1999, introduced by Senator Morse, enables the Washington Technical Institute to be considered a college for the benefit of the mechanical arts and agriculture in accordance with the provisions of the Morrill Act of July 2, 1862. The bill enables the Institute to receive the benefits of land-grant college acts.

The establishment of a land-grant college under the jurisdiction of the Washington Technical Institute would provide benefits to the citizens of the District of Columbia now enjoyed by citizens in the fifty States and Puerto Rico. Primary benefits of this bill to the citizens of the District of Columbia would be in home economics and youth development.

The bill provides for the amending of the Smith-Lever Act of May 8, 1914, as amended October 5, 1962, to allocate funds to the Washington Technical Institute to carry out extension programs in the land-grant college.

The bill also proposes that the Act of August 11, 1955, be applicable to the Washington Technical Institute of the District of Columbia, an urbanized political entity. The Act, generally referred to as Hatch amended, states that the object and duty of the State agricultural experiment stations is "... to conduct original and other researches, investigations, and experiments bearing directly on and contributing to the establishment and maintenance of a permanent and effective agricultural industry of the United States, including researches basic to the problems of agriculture in its broadest aspects, and such investigations as have for their purpose the development and improvement of the rural home and rural life and the maximum contribution by agriculture to the welfare of the consumer. . . ." Therefore, any application of the provisions of the Hatch Act to an institution in the District of Columbia may have to be viewed as an exception to the agricultural and rural purposes of the Act.

The entirely urban character of the District would seem to limit amounts of monies which could be allocated for research under the Hatch Act. Fifty-two percent of the funds allotted are based on the ratio of the rural population and farm population of the particular State to the total rural and farm population of all the States. An institution in the District of Columbia would be eligible to share in the twenty percent of the funds which are distributed equally among the States, in the Regional Research Fund, and possibly in a \$90,000 base allotment to each State.

It should be pointed out also that any Hatch monies in excess of \$90,000, exclusive of the Regional Research Fund, would have to be matched by an equal amount of funds from non-Federal sources.

RICHARD JUDD,
Professional Staff Member.

1. Act approved August 30, 1890 (26 Stat. 417; 7 U.S.C. 321-326, 328); Act approved March 4, 1907 (7 U.S.C. 322).

COLLEGE-AID ANNUAL APPROPRIATION

Act provides for an annual appropriation to be paid to each State for the more complete endowment and maintenance of colleges for the benefit of agriculture and the mechanic arts established in accordance with the provisions of the Act of July 2, 1862 (12 Stat. 503) . . . the so-called land grant colleges.

2. Act of May 8, 1914 (38 Stat. 372; 7 U.S.C. 341-346, 347a, 348, 349).

AGRICULTURAL EXTENSION WORK APPROPRIATION

Act provides that in order to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of the same, there may be continued or inaugurated in connection with the so-called land grant colleges agricultural extension work to be carried on in cooperation with the United States Department of Agriculture. The Act further provides that cooperative agricultural extension work shall consist of the giving of instruction and practical demonstrations in agriculture and home economics and subjects relating thereto to persons not attending or resident in such colleges in the several communities, and imparting information on such subjects through demonstrations, publications, and otherwise and for the necessary printing and distribution of information in connection with the foregoing. Appropriations are authorized to be made available to the States to enable them to carry out such work.

3. Act of March 2, 1887 (24 Stat. 440; 7 U.S.C. 361a-361i).

AGRICULTURAL EXPERIMENT STATIONS

Act provides that it is the policy of Congress to continue the agricultural research at State agricultural experiment stations (defined as a department established under direction of a college or university in any State in accordance with the Act of July 2, 1862 (12 Stat. 503)). The Act provides that it shall be the object and duty of the State agricultural experiment stations through the appropriations authorized to conduct original and other researches, investigations, and experiments bearing directly on and contributing to the establishment and maintenance of a permanent and effective agricultural industry of the United States, including researches basic to the problems of agriculture in its broadest aspects.

The Act further provides that moneys made available under the Act may also be used for printing and disseminating the results of such research, administrative planning and direction, and for the purchase and rental of land, and the construction, acquisition, alteration, or repair of buildings necessary for conducting research.

The Act authorizes grants to be made to the States for carrying out the aforementioned purposes.

4. Act of July 22, 1963 (77 Stat. 90; 7 U.S.C. 390, 390a-390k).

RESEARCH FACILITIES

The Act provides that it is the policy of Congress to continue its support of agricultural research at the State agricultural experiment stations (defined as a department established under the direction of a college or university in any State in accordance with the Act of July 2, 1862 (12 Stat. 503; 7 U.S.C. 301)) through Federal-grant funds, on a matching basis, to help finance physical facilities as required for the effective conduct of an adequate research program. The purpose of the Act is to assist the State agricultural experiment stations in the construction, acquisition, and remodeling of buildings, laboratories, and other capital facilities which are necessary to more effectively conduct research in agriculture and sciences related thereto through means of grants from the Federal Government.

5. Act of June 29, 1935 (49 Stat. 436; 7 U.S.C. 329, 427, 427i).

ANNUAL APPROPRIATIONS

Act provides that there shall be appropriated annually \$11,950,000 to be paid to the States in order to provide for the more complete endowment and support of the colleges in the several States entitled to the benefits of the Act of July 2, 1862 (12 Stat. 503) . . . the so-called land grant colleges.

The Act further provides that the Secretary of Agriculture is authorized and directed to conduct and to stimulate research into the laws and principles underlying the basic problems of agriculture in its broadest aspects, including but not limited to: Research relating to the improvement of the quality of, and the development of new and improved methods of the production, marketing, distribution, processing, and utilization of plant and animal commodities at all stages from the original producer through to the ultimate consumer; research into the problems of human nutrition and the nutritive value of agricultural

commodities, and particular reference to their content of vitamins, minerals, amino and fatty acids, and all other constituents that may be found necessary for the health of the consumer and to the gains or losses in nutritive value that may take place at any stage in their production, distribution, processing, and preparation for use by the consumer; research relating to the development of present, new, and extended uses and markets for agricultural commodities and byproducts as food or in commerce, manufacture, or trade, both at home and abroad, with particular reference to those foods and fibers for which our capacity to produce exceeds or may exceed existing economic demand; research to encourage the discovery, introduction, and breeding of new and useful agricultural crops, plants, and animals, both foreign and native, particularly for those crops and plants which may be adapted to utilization in chemical and manufacturing industries; research relating to new and more profitable uses for our resources of agricultural manpower, soils, plants, animals, and equipment than those to which they are now, or may hereafter be, devoted; research relating to the conservation, development, and use of land, forest, and water resources for agricultural purposes; research relating to the design, development, and the more efficient and satisfactory use of farm buildings, farm homes, farm machinery, including the application of electricity and other forms of power; research relating to the diversification of farm enterprises, both as to the type of commodities produced, and as to the types of operations performed, on the individual farm; research relating to any other laws and principles that may contribute to the establishment and maintenance of a permanent and effective agricultural industry including such investigations as have for their purpose the development and improvement of the rural home and rural life, and the maximum contribution by agriculture to the welfare of the consumer and the maintenance of maximum employment and national prosperity; and such other researches or experiments bearing on the agricultural industry or on rural homes of the United States as may in each case be deemed advisable.

6. Agricultural Marketing Act of 1946 (60 Stat. 1087; 7 U.S.C. 1621-1629).

DISTRIBUTION AND MARKETING OF AGRICULTURAL PRODUCTS

Act makes funds available to the States for use in connection with matters relating to the distribution and marketing of agricultural products. Among others, the Act authorizes funds to be used to conduct research and service work in connection with the preparation for market, processing, packaging, handling, storing, transporting, distributing, and marketing of agricultural products. The Act further authorizes the Secretary of Agriculture to make available such sums as he may deem appropriate to the States for cooperative projects in marketing service and in marketing research to effectuate the purposes of the Act.

This bill, in effect, would enable the Washington Technical Institute to be considered a college established for the benefit of agriculture and the mechanic arts in accordance with the provisions of the Act of July 2, 1862, and would enable the Institute to receive the benefits of the aforementioned laws or provisions of laws.

Senator MORSE. We are privileged to have Dr. Paul A. Miller, Assistant Secretary for Education, of the Department of Health, Education, and Welfare, to testify on the bill this afternoon. I want the hearing record to show the appreciation of the committee for his accommodating us on such short notice. He was only notified this morning that I would like to have him testify this afternoon. We hope to complete the hearing on Monday. Official duties would have made it very difficult for Dr. Miller to testify on Monday. And, therefore, I asked him to testify this afternoon. I hope I haven't rushed you too much, but I assume that what you would say on Monday is what you would say today anyway.

So I am very glad to hear you at this time. You may proceed, Dr. Miller, in your own way.

**STATEMENT OF DR. PAUL A. MILLER, ASSISTANT SECRETARY
FOR EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND
WELFARE**

Dr. MILLER. Mr. Chairman, I am pleased that you would arrange a convenient time for me to come to speak at least to the overall purposes which are envisaged in S. 1999. May I say that I haven't, under these terms which you enumerate yourself, been able to prepare a formal statement. I do want to say that the Department of Health, Education, and Welfare is preparing a report on this bill and it will be forthcoming. It will be a report, a portion of the so-called series of pieces of legislation under the land-grant meeting administered by the Department of Health, Education, and Welfare, a small part of the total arrangement which has to do with the Bankhead-Jones fund for teaching purposes, and the land-grant institutions are administered there.

Of course, the Department of Agriculture has been the longtime center of the administration of these provisions.

But in view of that, the Department was called upon to submit a report on this. This is being prepared. And I think because of that it would be perhaps better that I not speak directly to the detailed provisions of the bill. I think it would be—I think we had better await the report.

Senator MORSE. That is perfectly satisfactory to the chairman.

Dr. MILLER. So I now want to respond to the inference of your hearing. I jotted down a very few points that probably aren't worthy of being entered into your record, some of them—really speaking—some of them, more generally to what I think needs to be a searching analysis in this country in our Government, in the universities, among our public and private groups, the applicability of the great experience we have had more than a century on the rural side involving the application of the so-called land-grant principle, and to ask ourselves if these principles are workable in deference to the urban issues and problems now upon us and that have been upon us for some time.

I would like to say to you this is a topic that has concerned me for a number of years. I suppose I have, more than any other human being in the country today, served in more land-grant positions, having first started as a 4-H agent, served as a county agent, an agricultural specialist, a director of an extension service in Michigan a number of years, president of a land-grant institution, and throughout that whole experience and having first started that career as a 4-H boy at 10, in a back-country hollow community in West Virginia, and having in a sense migrated from those circumstances by reason of the land-grant arrangement, both in terms of experience and training, I have developed over the years a healthy concern with this.

And it is out of that that I have come to the conclusion, and before I came in on this job and resigned it when I did, I was serving as the chairman of a committee of the Association of State Universities & Land-Grant Colleges in a study, and the study still goes on—Mr. Thackery, when he comes before you, will perhaps report on it—but I was serving as chairman of a task force of that association, and attempted to think through the principles that we have learned over the

past century that might be applied successfully as we move on in an urban industrial society.

All of this is simply to the point that I am devoted to the possibilities of this transfer, and I take it that you are as well, from your interest in this particular bill.

Now, I think at this time I might well stop and respond to your questions about it. If you would like, I could go for another minute or two or three and cite for you very succinctly what I think we learned on the rural side that has at least some relevance to the urban side with reference to the application of the land-grant ideals of this country. I would follow your suggestions at this point.

Senator MORSE. I don't know of a witness that we could have who has had a broader experience and is experienced more in depth with the problems of land-grant colleges than you. Your very able administration of the University of West Virginia, where you were president, which is a land-grant college, can speak for itself if that was your only qualification, but as you have pointed out, you have been working for years in the whole area of the land-grant college program, and so I think I should take advantage of your qualifications to ask you a few questions.

Do you see any reason from the standpoint of the purposes of the land-grant college program why the Congress should not bring the Washington Technical Institute within the framework of the land-grant college program, with specific reference to home economics and mechanical arts?

For example, the Technical Institute will be primarily Negro in its student population. We have large areas of this country in which a large percentage and in some instances a majority of the farmers in the area are Negro. There also are areas in which there is a great need for modernization of their agricultural practices. You can still drive through the South and find large areas in which the most important farm machine is the mule.

Couldn't such an institute as the Washington Technical Institute that is going to serve young Negroes—going to serve predominantly young Negro men and women—perform a great service to the land-grant college objective by the introduction of courses of the same type in some instances as those in the University of West Virginia or at my alma mater, the University of Wisconsin, or the great land-grant college in Oregon at Corvallis? Is there any barrier that ought to be considered insurmountable in making this Washington Technical Institute qualify for land-grant college services to the degree that its student body is suitable for training in those services?

Dr. MILLER. Well, Senator Morse, I am not going to respond because I think this is germane to what many witnesses will comment. I haven't had the time to really prepare the details of the act. I have read it just by professional interest. I am not going to refer to the Technical Institute as such and will await the HEW report as to such reference to such technical provisions.

Senator MORSE. That is all right.

Dr. MILLER. I will speak to the larger question you have with regard to the institution. First of all, I think one will lose the genius of the so-called land-grant tradition if it is explained in terms of a given single institution. I think in the whole land-grant development, as it

was in the past, as it is today, that what went on in a place like West Virginia University or what would go on at an institution in the District is not so important a consideration in the training of people as it is what those institutions were able to do in working with people who were not formally enrolled in the school.

I think the great genius of the Morrill Act to begin with—the agricultural experiment station came along in the mid-1880's, and the Smith-Lever Act of 1914—were not that they trained students in agriculture and in home economics in the schools, which were the two main subjects, but that they provided technical services in which the people themselves were involved in setting their own programs, working away at matters which they thought to be important, a process which was reinforced at once by the cooperation of local government, largely counties on the rural side, by State governments, by the State land-grant institutions, and by the Federal Government.

This was a vast partnership and from the standpoint—as I am trained in the field of sociology, often sociologists will say that perhaps the only true sustained longtime social movement in the United States was the agricultural revolution, and central to this was this Federal-State land-grant university and county cooperation and coordination.

So when one looks I think at the District and one looks at some institution doing these activities, one has to also think if we learned anything out of the past, it was a much larger framework of expression in both. That is one thing.

The second is that certainly as you put your own finger on it, those features of the example or the experience in the past dealing with families and homemakers' education, and dealing with youth, largely embodied in the 4-H movement on the rural side, these are two features which would seem to me to have a direct bearing upon our future activities in urban centers. That is, I think, a second point I want to make.

I think that the genius of the land-grant rural movement was that the people really involved themselves. They planned the programs. If there is a key principle out of all of our new experience since 1862, it is that there was an army of volunteer leaders who slipped around over icy roads, who worked in cornhouse basements, who served on planning committees, who toiled away at solving some of their own problems, and that ideas, technical assistance on the Federal level, State level, local level, wherever they were, were brought to bear so these volunteers, these local people, could address themselves to their own issues.

I think what happened out of the classroom, in short, was much more important in the land grant idea than what took place in the classroom.

My feeling is that the subject of agriculture ought not to be overdrawn with reference to the future of the urban arrangement. We need technical assistance, the flow of ideas and the solution of health problems. I am persuaded that even in the improvement of the elementary and secondary schools of our urban centers, that one of the things we have lacked up to this point is the free circulation of innovative ideas from one school to the other, that we have really lacked the flow of knowledge and of research knowledge about the cur-

riculum practice, and what takes place in one school that can be borrowed and put to practice in another.

I don't think that either legally or any other way we would have to necessarily stick to the agricultural side. The Smith-Lever law which established the Extension Service, the Morrill Act which spoke of the industrial classes, 100 years ago the industrial classes were farmers, and so tradition got started this way. In 1914, with the Smith-Lever law they spoke about agriculture and subjects related thereto, which was a phase which has extended broadly our meaning of agriculture. So I don't think one has to justify all of this and tie it to the agricultural base at all in the urban center.

I think health issues, educational problems, matters of family services, and community services, all of these are amenable to the approach that has been used in another realm over the last 100 years.

Senator MORSE. Your observations are very helpful and cause me to raise two or three more questions with you.

Last night I was honored by being selected to hand out the annual awards to 4-H Club winners at the Montgomery County Fair. There was a wide gamut of projects. Anybody who thinks they are limited to baking and sewing couldn't be more wrong, as you well know.

There is a broad spectrum of projects that these girls and young women in that magnificent 4-H program are working on. And then you have a similar program for the boys and young men in different fields.

We have moved far away since the early beginning of the 4-H Club program from projects that were farm-centered, as I think is clearly implied in the last remarks you just made. You know what went through my head as I was driving back from Gaithersburg after giving those awards? The contributions that that program is making to the lives not only of those girls, but to the people that those girls are going to come to influence as a result of their training. You can no longer think that the 4-H Club program in Montgomery County is a rural program. These girls live in Rockville, in Gaithersburg, in the suburbs of Washington, D.C., many of them not on a farm at all, but are participants in the 4-H Club program. They are city dwellers. In fact, it is pretty hard to find a farm in Montgomery County in which you can't really say that the people living on the farm also live in a city because of the proximity of the whole urban area.

This illustrates my point, that time certainly has changed even the format of the 4-H Club program. They go to what amounts to city high schools and will go on to colleges in many instances in the area that no longer are agricultural colleges but general colleges.

We get over into the boys' program. Just go into the mechanical arts phase of the 4-H Club program for boys, and they are training technicians. They are really training inventors and future scientists. I went through some of their exhibits last night and it made me feel like an ignoramus.

When I think what these young men know in comparison with what I didn't know back on a farm in Verona, Wis., when I was their same age—all I needed to know was to the proof of how we have advanced into a new revolution. You spoke of the agricultural revolution. We have now entered the revolution of technology which is even beyond the industrial revolution that followed the agricultural revolution.

We certainly shouldn't be talking about restricting the land-grant college program because its early origins gave emphasis to the agricultural aspects of the program of the institution. You are so right. With a lifetime of agricultural background, and I know something about the effect and import of the development of the extension program of the land-grant colleges, I know what they did for my family. It was the extension service at the University of Wisconsin that greatly influenced the agricultural techniques developed by my father on a struggling farm in Verona, Wis. Sure, that direct university-family relationship through the extension service, what we used to call the agricultural short courses of the winter when working farmers were brought in for 3, 4, or 10 days when there wasn't too much to do on the farm other than the chores, the farmers could get away. My father drove 11 miles in the snow to get to those short courses.

Times have changed. You have got here a proposed Washington Technical Institute. There is a crying need for the relationship of that institute not alone between the institute and the students or between the institute and the families of the District of Columbia.

I sat here, letting my imagination start running away with me, starting to enumerate the kinds of services that a land-grant college program could render to families of the District of Columbia, hitched to a training program while the students in respective programs relate to the problems of those families and take various types of courses in sociology. I have mentioned home economics. I have mentioned mechanical arts. But certainly it doesn't follow that the land-grant college concept doesn't include working in the field of family relations vis-a-vis sociology problems. There is just a crying need here in the Nation's Capital.

I happen to be chairman of the subcommittee that is conducting these hearings and has jurisdiction over education, police, and welfare problems. If the president of this institute ever wants to sit down with me, I can make him some suggestions for a curriculum in the limited field that I am now talking about, services that the institute can set up in training students who, in turn, will work on a training basis with families in the District of Columbia and perform, I think, one of the great educational objectives of the institute.

Before we had our hearings today I reviewed some of the things that I said in behalf of this committee when we took the bill creating the technical institute to the floor of the Senate. It certainly was our intent to encompass within the program of the college some of the very things that a land-grant college performs in other areas of the country in which the school isn't as much oriented to urban problems as this institute is going to be, but may I also add it isn't contemplated that this institute shall limit itself to just the urban problems of the District of Columbia.

Part of the problems of Washington, D.C., Newark, Detroit, and Harlem is the migration from the South off of the farms of the Negro workers who are functional illiterates. Some of them are not only functional illiterates, they are complete illiterates. They can't even read or write. And thousands more are functional illiterates. That is, they have not had the training—some people call it education, I say training—they have not had the training that makes them employable any place else than behind a mule, so to speak, to dramatize my

observation. They can drive a mule and plow with him and do the farmwork that a mule can do, but that day is gone, or we should see to it that it goes very rapidly, and he is given training that will make it possible for him to adjust to this new era of technology and automation.

I want to say at the very beginning of these hearings, it never was contemplated that when we provided for the Washington Technical Institute that a program that seeks to accomplish the type of training that goes along with the land-grant college should be denied to the students of this institute.

And one other point, and then I am through testifying. It also becomes a matter of sources of funds. I just happen to think that we have got to tap every possible available source of funds within the Federal Government to meet the slum crisis of the country, and solve the problems of the functional illiterate, to train people for employment.

You don't solve the problem of unemployment, can't solve it unless you have people trained for employability. Let's face it, as I said earlier this afternoon on the floor of the Senate, when I was discussing the pending poverty legislation problems, I am for a make-work program. The term "make-work" doesn't disturb me. In some places it is supposed to be very impolitic. I am for a make-work program and I am for a make-work program for the present thousands of unemployable people in the ghettos of this country. They are not going to earn the money we pay them until we also include within that make-work program a work-training program, for they have got to live and eat, and their children have got to be fed and have clothing and medical attention and an opportunity to be educated.

So you are going to listen to a lot of hysteria, "Oh, what are you going to do, going to hand out taxpayer dollars, train them to work, and feed them while they are going through that work-training program?" You, yourself, admit that they can't produce by way of production the amount of production equivalent to the value of the dollar that you are paying them. And my answer is that is exactly what I propose to do. One hundred percent. It just happens to be an obligation that we have, including a moral obligation, but that is the soundest economic program I think can be offered to those people—lots cheaper than letting the festers of bitterness, disillusionment, the putting of these people into a position where they are taken advantage of by the Carmichaels and the Rap Browns, who take advantage of their illiteracy and their lack of training and knowledge to inflame them into direct action. If they follow that course of action, I am for enforcing the law, but let me tell you that the end result of enforcing the law—we must enforce it to maintain government by law—costs you much more; keeping them in prison, using the other restraining processes of law enforcement, than it is to put them in a work-training program and pay them to be trained to work.

I know the economizers look askance at that kind of program. Time will prove me right if we follow it, and if we don't follow it, our failure to follow it will prove the economizers wrong, dead wrong, to say nothing about the internal turmoil and the growing threat to our very fabric of government that our failure to meet this problem is creating.

We have already waited too long.

Then one may think, when reading this record, that I am far removed from the subject matter of this hearing, but I am not. Here we have got a great educational force in this country with decades of experience behind it, with a record of proof as to what services the land-grant college can render to families, to the problems that have arisen within the area of concern for the land-grant college heretofore primarily in the agricultural areas of the country, a service that can be put to work now in the urban areas of the country to accomplish much of the same objective. I again apologize to you, Dr. Miller, for taking your time to listen to these observations, but yet they are part and parcel of the whole fabric of the purpose of this hearing, and I thought you ought to hear it, for whatever comments you may wish to make as they are related to what I think is the justification for putting this Technical Institute to work with a land-grant college program on the type of problem that in broad brush strokes I have outlined here this afternoon.

Dr. MILLER. May I comment, Mr. Chairman?

Senator MORSE. Yes.

Dr. MILLER. Not altogether directly, but stimulated by it. It seems to me that extending this idea to the District as a major urban arrangement of the United States is a very good thing. It adds importance, it seems to me, in view of the fact that it is our Nation's Capital and certainly has its own share of the contemporary urban issues and challenges of our day. It is the Nation's Capital that has these problems. It apparently has not before been formally extended to this concept. So that is a very positive statement.

I want to say to you that I would hope that somewhere down the road—I don't know when it will be—there will be a Justin Morrill turn up in the Congress, turn up somewhere, as Mr. Morrill did out of Vermont in the 1850's, struggled with his so-called land-grant bill, had it vetoed by Mr. Buchanan, wouldn't quit on the darkest days of the Civil War, and Abraham Lincoln signed the Justin Morrill Act into being.

Now, there is something about the vision that he had then that is applicable now, and I think the point I am going to make to you is that when we look at this problem in terms of the sentiments that you have expressed, and I think some of the theories which I think I know about, we have to apply this concept into every city of this land. I don't believe the rural case would ever have lived a decade if it would have been applied piecemeal in one city at a time. Its great strength was that it involved every county of the United States, it involved the Federal Government, it involved every State, and it established where they were not already in being new universities to do these things that we are talking about.

The secret in the early days of this success was that this was a sophisticated, comprehensive vision which Mr. Justin Morrill of Vermont had and it applied to the whole country in its condition at that moment.

Now, why I am talking about this general approach is because of what I am about to say. As the inner city cores of our cities have—first of all, let me say that what we have learned out of the rural experience is not directly transferrable in my opinion to the urban experience. We have a countless number of community agencies, social

welfare agencies, social action agencies, manpower training and development programs, all kinds of activities which were not true in the America of 100 years ago. We have these things today in the city. But there is something that is characteristic of the urban cores of our cities today that was true of rural America 100 years ago, and I am trying to be helpful by relating these two cases, and that is in the transformation of the inner cores of our cities. Though there are many cities brought into those areas by a countless number of agencies, which is different, which makes this much more complex, I think, the one thing we don't have is a—the one thing that we have not developed is at the grassroots of the urban centers of America, an arrangement, an institutional arrangement, whereby the people of any walk of life, of any color, any background, have a way to express what they feel they want to accomplish in their lives. That is one thing.

And second, to have what I would call ladders by which one can, by involving himself in this, work his way up. We have not arranged this kind of business. To be trapped in the inner city means to be trapped in it. There are few ways to come out of it.

And second, we have not built an institutional structure. Many of us don't long for the days of the ward boss in the wards of our cities as we knew them a number of decades ago, but since the ward boss left, we have not put anything back in its place where there was a sensitive place, someone to go to, someone who would help you somehow work things out in terms of your family and neighborhood and community life. We have somehow failed in the urban cores to link up schools, social agencies, Federal Government administrative services, city services, State services, and all of this, of course. We have not built an institutional arrangement where people where they live could somehow feel that their words, their work, their influences were being felt. And that thing is similar to where we were 100 years ago.

Now, I think that we need—I don't care if you call it land grant. You don't have to refer to it as extension. I think sometimes these old terms may hurt. I am just giving my advice on this, that in a way I think we so have associated these terms—"land grant," "extension," and all this—with the agricultural side that many people say this is for another era. It is not for today.

But what it did provide, it provided in every grassroots community of America, a way by which your father and by which mine went to meetings, joined in committees, formed an infrastructure in the communities, built marketing associations, developed social groups for families, an elaboration of life which was not an administrative implantation in the community but by which these people built it themselves and in the process of building it, they also built a ladder that if they wished, as I and perhaps you could move away and go up the ladder to a better life.

Now, if there is anything in this whole business we are talking about that needs to be achieved under one set of terms or the other in urban America, it is that. I am very fearful that we may assume—I am speaking mostly as a citizen now—that by the number of legislative enactments or amounts of money or the provision of services, that we will somehow stumble into an arrangement at the very grassroots of urban communities that will provide these two conditions that I am talking about. I think we can learn something out of what happened in rural

America by putting this thing in so people can work away at their own problems—new ideas and services and helps and aids and jobs—whatever is brought to help them get that job done, and in the process of doing the job, they are lifting themselves out of it and away from it, and that is what the land-grant extension research model did for rural America. And, as I say, my hope is that a Justin Morrill will come down the pike one of these days to apply these concepts to all, just not the District but to all urban America.

Senator MORSE. Dr. Miller, I am going to close the hearing today on a very high plane to which you have carried us in excellent testimony. I thank you very much. We stand in recess until Monday.

(Whereupon, at 3 p.m., the subcommittee recessed, to reconvene at 9 a.m., Monday, August 28, 1967.)

AUTHORIZATION OF LAND-GRANT COLLEGE FOR THE DISTRICT OF COLUMBIA

(S. 1999)

MONDAY, AUGUST 28, 1967

U.S. SENATE,
SUBCOMMITTEE ON PUBLIC HEALTH, EDUCATION, WELFARE
AND SAFETY OF THE COMMITTEE ON THE DISTRICT OF COLUMBIA,
Washington, D.C.

The subcommittee met, pursuant to recess, at 9:10 a.m., in room 6226, New Senate Office Building, Senator Wayne Morse presiding.

Present: Senator Morse.

Also present: Chester Smith, staff director; Richard Judd, professional staff member; Owen Malone, associate counsel; James Medill, assistant counsel; and Howard Abrahams, assistant counsel.

Senator MORSE. The subcommittee will come to order.

This is a further hearing on S. 1999. We opened the hearing last Friday afternoon. The chairman's opening statement is already a part of the hearing record.

We are privileged to have as our first witness the Honorable John B. Duncan, a member of the District of Columbia Board of Commissioners; accompanied by Dr. Murray Grant, Director, District of Columbia Department of Public Health; Mrs. Winifred Thompson, Director, District of Columbia Department of Public Welfare; and Mr. Robert Kneipp, Chief Assistant Corporation Counsel, District of Columbia.

How is the laryngitis this morning, Dr. Grant?

Dr. GRANT. Very much better.

Senator MORSE. I am glad to hear that.

We will be glad to hear from you now, Commissioner Duncan.

STATEMENT OF HON. JOHN B. DUNCAN, MEMBER, DISTRICT OF COLUMBIA BOARD OF COMMISSIONERS; ACCOMPANIED BY DR. MURRAY GRANT, DIRECTOR, DISTRICT OF COLUMBIA DEPARTMENT OF PUBLIC HEALTH; MRS. WINIFRED THOMPSON, DIRECTOR, DISTRICT OF COLUMBIA DEPARTMENT OF PUBLIC WELFARE; AND ROBERT KNEIPP, CHIEF ASSISTANT CORPORATION COUNSEL, DISTRICT OF COLUMBIA

Mr. DUNCAN. Mr. Chairman, with respect to S. 1999, I am sure you are aware, the Board of Commissioners, on August 25, 1967, issued this letter directed to the chairman of the committee, the Honorable Alan Bible. In there, the Commissioners took the position in support of S. 1999.

Senator MORSE. The letter from the Commissioners dated August 25, 1967, will be made a part of the record at this point.

(The letter dated Aug. 25, 1967, addressed to the Honorable Alan Bible, chairman, Committee on the District of Columbia, and signed by Walter N. Tobriner, President, Board of Commissioners, District of Columbia, is as follows:)

AUGUST 25, 1967.

HON. ALAN BIBLE,
Chairman, Committee on the District of Columbia,
U.S. Senate,
Washington, D.C.

DEAR SENATOR BIBLE: The Commissioners of the District of Columbia have for report S. 999, 90th Congress, a bill "To amend title II of the District of Columbia Public Education Act."

S. 999 amends title II of the District of Columbia Public Education Act approved November 7, 1966 (Public Law 89-791: 80 Stat. 1426), so as to add at the end of such title a section 206 providing that the Washington Technical Institute established pursuant to title II of that Act shall be considered to be a college established for the benefit of agriculture and mechanic arts in accordance with the provisions of the Morrill Act approved July 2, 1862, as amended, thereby enabling the Institute to be entitled to benefits under various stated Acts.

The Commissioners understand that the proposed amendment of the District of Columbia Public Education Act will make it possible for the District of Columbia to be eligible to receive the benefits of programs administered by the Department of Health, Education, and Welfare and the Department of Agriculture relating to land-grant colleges. In particular, it would allow the Federal Extension Service of the Department of Agriculture to extend its programs for home economics and 4-H youth development to the District of Columbia. The Commissioners are of the view that S. 999 has great potential for the people of the District of Columbia, particularly the hard-to-reach poor.

The Commissioners are of the view that S. 999 could be improved in some respects. Both the Washington Technical Institute and the Federal City College established under the District of Columbia Public Education Act are presently in process of being organized. It may well be that either or both of these institutions could carry on the programs authorized by the Acts specified in the bill. It might also be that for some time neither of these institutions will be in a position to carry on such programs, making it desirable that the District of Columbia have authority to choose some other institution of learning to provide the necessary services. If this were done, whichever of the available institutions were to be chosen would, of course, be a matter of discussion with appropriate Federal officials. For these reasons, the Commissioners recommend that in lieu of the phrase "the Washington Technical Institute authorized by this title", there be inserted the phrase "an institution or institutions of learning designated by the Commissioner after consultation with the heads of appropriate Federal agencies". This proposed change also requires the insertion of "or colleges" immediately after "college" at the end of line 14 on page 2.

The foregoing suggestion makes it necessary, however, in the interest of consistency, for the section 206 which S. 999 adds to title II of the District of Columbia Public Education Act to be restated as a title IV of that Act, with the caption "Land-grant college programs in the District of Columbia", the language of the title to be identical with the language of such section 206, with the amendments suggested in the preceding paragraph.

The reference to the "Commissioner" in the change proposed above also makes it necessary that a section be added to the bill providing for vesting in the present Board of Commissioners the function of designating the institution or institutions of learning to provide the extension services, in the event the bill is enacted prior to the effective date of Part IV of Reorganization Plan No. 3 of 1967. Accordingly, the bill should be further amended by adding the following section 2:

"SEC. 2. If, on the date of enactment of this Act, Part IV of Reorganization Plan No. 3 of 1967 (32 F.R. 11671 et seq.) has not taken effect, the functions conferred on the Commissioner of the District of Columbia by this Act shall be deemed to be vested in the Board of Commissioners of the District of Columbia until the effective date of that Part IV and shall on the latter date vest in the Commissioner."

The Commissioners are informed that there may be some need to amend existing law in such manner as to provide funds to carry out the purposes of the bill. They understand that the Departments of Agriculture and of Health, Education, and Welfare, the Federal agencies most directly concerned with the programs which the bill extends to the District of Columbia, will develop language to provide that the District of Columbia is to be treated equitably with the fifty States and Puerto Rico. The Commissioners further understand that while whatever is done in this regard will insure equitable treatment for the District, no government or institution now participating in the programs authorized by the Acts specified in the bill will suffer a decrease in the funds to which it is presently entitled. The Commissioners have no objection to the inclusion of language to this effect.

In the belief that the bill will operate to improve greatly the condition of many of the residents of the District of Columbia, and particularly the poorer residents, the Commissioners recommend the enactment of S. 999, with the amendments they have suggested.

The Commissioners have been advised by the Bureau of the Budget that, from the standpoint of the Administration's program, there is no objection to the submission of this report to the Congress.

Sincerely yours,

WALTER N. TOBRINER,

President, Board of Commissioners, District of Columbia.

MR. DUNCAN. We have Mr. Robert Kneipp here with us this morning, who is prepared to speak in detail, if necessary, Mr. Chairman.

SENATOR MORSE. We are glad to have you here. You may proceed.

MR. KNEIPP. The Commissioners' letter of August 25, 1967, indicates their approval of S. 999. They do, however, recommend three changes, two having to do with the substance to which they relate and one, to a certain extent, is a matter of form.

First, the bill presently designates the Washington Technical Institute as an institute of learning to carry out the Federal Extension program for the District of Columbia. The Commissioners feel that there should be some degree of flexibility in the bill. For example, perhaps, the Federal City College in the process of being established might be suitable for carrying out some of the programs operated by the Federal Extension Service, while the Washington Technical Institute might be suitable for carrying out others.

At this point, no one knows, but in order to allow some degree of flexibility the Commissioners suggest that instead of "the Washington Technical Institute" there be inserted the phrase "an institution or institutions of learning designated by the Commissioner after consultation with the heads of appropriate Federal agencies." "Commissioner" is single for the time being.

SENATOR MORSE. I would have counsel look into that point and to the point that I now raise. I do not know of any precedent for that. I think the land-grant colleges have been limited to a single institution. I do not recall of any State in which the program is divided among the public institutions of the State. I think that you may run into some very serious difficulties if you try it. I think we are almost going to have to accept one college and make that the land-grant college. You take a college that is going to be considered—although I do not so consider it—will be considered pretty much of an urban college, and applying to it the land-grant procedure is one thing.

MR. KNEIPP. I think, Mr. Chairman, that the statute leaves it up to the State legislature. How this works out in practice, I am not really

qualified to say. Perhaps, some of those here today could speak to that point.

SENATOR MORSE. What are you asking me to do is to have such an assumption where all of the precedents are against it. I have to get the votes for the bill. What I need is to get those votes. We have an Extension Service program that I think is of vital importance to the people in the District of Columbia, and if you will read the record that we made last Friday, I made the plea here that in the District of Columbia you have special needs for the types of services in the field of home economics and in the field of technical trades, the industrial arts, and land-grant colleges have been doing a magnificent job over the years in the rural areas. It should not be limited to the rural areas at all. I gave as one example Montgomery County, in which the 4-H Club work really is serving the needs of boys and girls who, in effect, live in metropolitan areas. They speak of Montgomery County really as predominantly rural county which just denies the domicile of many of the young people who are served by the land-grant college programs. I would raise this as a caveat. If what you suggest could be worked out, I am for working it out. On the other hand I do not want to let the hearing record pass without pointing out that unless counsel can find that there are exceptions to what I think is the case, land-grant colleges are limited to a specific school. It may put us in a condition where to gain acceptance we should select one or the other, whether it is the Federal City College or the Technical Institute.

We put the Technical Institute in the bill because it seemed to us that the overall purpose of the Technical Institute is for the vocational approach, the training of people for employment in those skills in which there is a lack of these skills at the present time, but, Mr. Counsel, if you will look into it, if you can accommodate Mr. Kneipp's reservation I want to do it: but I want to put in this reservation pending your research.

MR. KNEIPP. Thank you, Mr. Chairman.

Then, the designation of the institution by the single Commissioner makes necessary the inclusion in the bill of what might determine some reorganization boilerplate, to take care of the transition period.

The bill might go through before the new District government is formed, or it might go through after it is formed. So that the Commissioners' report proposes the addition of the section which would take care of the problem that was created by the reorganization plan of 1967.

And, then, finally, the third amendment, one of form, suggests that this whole matter be covered in title IV of the District of Columbia Public Education Act, rather than in title II which establishes the Washington Technical Institute.

I have nothing more than that, Mr. Chairman.

Perhaps Dr. Grant, or Mrs. Thompson has something to say.

SENATOR MORSE. You have been very helpful.

Thank you very much.

Mrs. Thompson, do you have anything to add?

Mrs. THOMPSON. I would like to support the bill, Mr. Chairman, and to say that where I see it is helping most is in the use of the home economics services to work especially with the food stamp program. About 35 percent of the public assistance families who are eligible

to use food stamps are using them at the present time. And there are thousands of families that are not welfare recipients who are eligible to use food stamps, and this would increase their present purchasing power considerably if they used the food stamps.

The education cannot be done totally through news media. We tried this. You have to have the workers down in the neighborhoods, actually contacting these families and showing them how they can benefit by using food stamps, through changing their purchasing habits, and I think that this is a very strong justification for the bill.

In addition, there is the work of the youth workers in working with youngsters throughout the community. Some of the young children who are not supervised and are not yet under the jurisdiction of a public agency requires the youth workers to be out there working in the community which would be very helpful, I think, as a preventative.

Senator MORSE. Dr. Miller, of the Department of Health, Education, and Welfare, is, as you know, working in the field of land-grant colleges and has been for many years. He was president of the University of West Virginia, which is a land-grant college, and he stressed—and I mention this very briefly—the relationships which characterize the land-grant colleges' programs in relation to families in the area. He was pointing out that prior to the extension program of the land-grant colleges, the work was with the families which you referred to, Mrs. Thompson—your reference to the home economics program. I commented on Friday as to the serious need in the District of Columbia, of many of our families, including the influx of really migrants from the South, the colored families in which we have what we call functional illiteracy, in their needing training in connection with the preparation of food. They receive the supply of food, but if they cannot prepare the food in edible form, preserving the food values of the food, then you have proof of the crying need of the type of service that home economic extension programs can supply. I made reference Friday to what we discovered back in 1957 when we conducted the so-called Morse hungry children investigation—the committee conducted, it bearing my name only because I was chairman of the subcommittee; and every member of the subcommittee deserves equal credit for that investigation—which brought about some changes in the Agriculture Department's distribution of surplus foods, but we ran into the problem which clearly implied the need for home economics training. We discovered the surprising number of mothers in the District who did not know how to prepare the food. I think that it is important, that we not only have the home economics program but you should also have the health program that goes along with the extension services of land-grant colleges to the families in the areas served.

On last Thursday night I had the experience of making 4-H Club awards at the Montgomery County Fair, to the 4-H Club programs for girls. Also I inspected the same programs for boys.

They get into industrial training fields and the development of industrial skills in various projects. There is no question about the need in Washington, D.C., for the kind of training program that a land-grant college can help foster. What I am after is money as well as service, and I see no reason why the District of Columbia should be dis-

criminated against in the matter from the standpoint of funds when you have the serious need for the service. Wherever we can get the money that can meet the kind of educational service needed, we ought to go after it. So, I am doing it for that reason, too. I am doing it also for other reasons. You have heard me say it before, but I cannot repeat it too often, that you have a population here that is larger than the population of 11 of our States. That is something that most people do not realize. Most people do not know that within the boundaries of the District of Columbia you have more people than live in 11 States of this country. Look at what you deny them, so far as rights are concerned, in the services that they need.

At long last, we have gone ahead with the institutions of higher learning for the young people within that population. No State in the Union denies the people of the State, certainly the young men and young women of the State, an institution of public higher education, so that a young man and a young woman with a low-income status can have an opportunity at least to go to college. We are at long last over that hurdle.

Now, it is a question of what the program is going to be.

I recognize here the type of need that you are talking about. I not only recognize that, but I think that they are not only entitled to receive that but also the opportunity to get some money. In my judgment, these funds would be properly spent and justifiably spent. I cannot stress too much what you have mentioned, because the other types of services that land-grant colleges render is necessary, but, as Dr. Miller said the other day :

Do not forget what the land-grant college tries to do, which is to provide a program of service to the families; and not just to the students, but to the families of the students.

That is why I think that there is a great deal of merit in the bill. I am sorry to have supplemented your testimony, except that I thought that it would help to emphasize what you have in mind.

Mrs. THOMPSON. Thank you.

Senator MORSE. Dr. Grant?

Dr. GRANT. Mr. Chairman, I think you have made some of the most cogent arguments for this bill in the statements you have just made. It is clear to me, though, that here is a program that has been in existence in the other States for many years and has proved extremely beneficial in many of those States.

I agree with you, Mr. Chairman, when you say that this is a not a program just for the rural areas. I remember well, a number of years ago when I worked in the Kansas City area, that we utilized this program rather extensively in the suburbs of Kansas City and not just in the rural area.

We feel that it could be a very valuable program in the District of Columbia. It is a family program as well as a student program.

From my point of view in the Department of Public Health, we believe that we would, and could, work very closely with the program in terms of nutrition educational programs in which we have a rather extensive program in our department. We would want to utilize this program in working closely with the land-grant college. I believe that we would work very closely with the youth programs in the various aspects of health.

I feel that this is an excellent program. We strongly support the bill. Senator MORSE. Thank you very much, Dr. Grant.

There is only one thing that I want to add for the hearing record.

I will read a paragraph from the President's statement made on June 20, 1964, when the President made a speech in Irvine, Calif., at the dedication ceremonies there, when he said:

A century ago we were a nation of farms and farmers. Eighteen per cent of our people lived in rural areas. We had to cultivate a wilderness of western lands. Congress passed legislation then to apply the science of our learning to the secrets of our agriculture, and our colleges and our universities set out to change our farms. Well, the results were revolutionary—so revolutionary that today one farmworker produces what six produced a hundred years ago. Now, 70 percent of our people live in urban areas, like Los Angeles. Their needs are immense. But just as their colleges and universities changed the future of our farms a century ago, they can help change the future of our cities. I foresee the day when an urban extension service, operated by universities across the country, will do for urban America what the Agricultural Extension Service has done for rural America, and I am asking the United States Commissioner of Education to meet with the leaders of education—men like your own Clark Kerr—to see how that can come to pass.

Now, I do not make any attribution at all to this bill, but I do want to say that this bill offers people an opportunity to carry out what the President said when he said:

I foresee the day when an urban extension service, operated by universities across the country, will do for urban America what the Agricultural Extension Service has done for rural America.

In the land-grant college extension service, it can do just that.

And, furthermore, I would point out, in regard to what undoubtedly will be said by some; the primary purpose of the land-grant college, as Congressman Morrill envisioned when the Morrill Act was adopted, was to serve the rural areas of the country. Even the type of service that we are asking for in technology training, in the industrial training of the young men and young women who will go to this school in the District of Columbia, is going to be able to train technicians that are going to be necessary, really, to help in many aspects of rural America. Particularly, as I said yesterday, in those areas in which there is a preponderant number of farmers who are colored and where you still have to admit that the chief farm machine is the mule. There is a great need for the training of young men and women as technicians to go into the rural areas of America.

I want to thank you very much for your testimony. It has been very helpful to me.

Mr. DUNCAN. Thank you, Mr. Chairman.

Senator MORSE. The next witness will be Dr. Samuel Nabrit, Chairman of the Board of Trustees of the Washington Technical Institute.

We are delighted to have you here.

I want, for the record, to thank you for the service that you have been rendering the District of Columbia in helping to lay the foundations for what I think will be in another 15 or 20 years one of the great vocational schools of the country.

Dr. NABRIT. Thank you, Mr. Chairman.

**STATEMENT OF DR. SAMUEL NABRIT, CHAIRMAN OF THE BOARD,
WASHINGTON TECHNICAL INSTITUTE**

Dr. NABRIT. Last Munday, the board of the Washington Technical Vocational Institute met in Washington and fully endorsed the general intent of S. 1999.

The District of Columbia, unlike the several States, has not had the land-grant association made available for any type of extension services. For this reason, we believe, as a matter of principle and fairness, that this is a recognition of a needed review of our support for educational purposes in the country, and we are, indeed, grateful to you for having had the wisdom and the foresight to present this bill.

We do agree with the District of Columbia Commissioners in the sense that flexibility could be appropriately included in the bill for, in fact, all of the Southern States who, up until just a few years ago, divided their land-grant funds between the Negro and the white land-grant institutions, although the appropriation was made to the State for a single land fund. So, we do not see anything illegal, or that it would not be a new precedent in making possible flexibility in the distribution of funds to take place.

Senator MORSE. That is very helpful to me. I hope that counsel takes note of what Dr. Nabrit has said, in presenting a memorandum on that. It shows that although the States may name a given institution as the land-grant institution, it nevertheless uses the executive power to distribute the funds among other institutions.

Dr. NABRIT. This is so. In addition to this, we believe that a claim could be made and supported by our universities, by the Federal City College, for special kinds of programs in which they would be uniquely qualified to carry out that would transcend the goal and the function of the technical institute; whereas, primarily, we think that the Washington Technical Institute is, by its very definitional commitment, the institution which most nearly fits the bill in all particulars.

Senator MORSE. I think that is important. We will have counsel for the committee check it as to the matter of precedent and, also, as to the matter of law; that is, to see if it does not work where the flexibility principle will be applied by way of the authority to distribute some of the funds to another institution for a specific program.

Dr. NABRIT. So that, in conclusion, we would like to endorse this bill for the intents and purposes introduced, and we strongly recommend that the flexibility principle be included.

Senator MORSE. Thank you very much.

Dr. NABRIT. Thank you.

Senator MORSE. You have been very helpful to me.

The next witness will be Dr. N. P. Ralston, Deputy Administrator of the Federal Extension Service, who is accompanied by Dr. T. C. Byerly, Administrator, Cooperative State Research Service of the Department of Agriculture.

We are delighted to have you gentlemen with us.

You may proceed in your own way.

STATEMENT OF DR. N. P. RALSTON, DEPUTY ADMINISTRATOR,
FEDERAL EXTENSION SERVICE, ACCOMPANIED BY DR. T. C.
BYERLY, ADMINISTRATOR, COOPERATIVE STATE RESEARCH
SERVICE, U.S. DEPARTMENT OF AGRICULTURE

Dr. RALSTON. Mr. Chairman and members of the committee, we wish to thank you for the opportunity to meet with this committee to present the U.S. Department of Agriculture's views on S. 1999, a bill to amend title II of the District of Columbia Public Education Act. With me is Dr. T. C. Byerly, Administrator of the Cooperative State Research Service.

S. 1999 would enable the Washington Technical Institute to be considered a college for the benefit of the mechanical arts and agriculture in accordance with provisions of the Morrill Act of July 2, 1862. This bill would enable the institute to receive the benefits of land-grant college acts specified in the bill. The U.S. Department of Agriculture has jurisdiction over the following acts cited in the bill: The Smith-Lever Act (7 U.S.C. 341-346, 347a, 348, 349a); the agricultural research Hatch Act (7 U.S.C. 361a, 361i); the Research Facilities Act (7 U.S.C. 390-390k); the Bankhead-Jones Act of 1935 amended by the act of August 14, 1946 (7 U.S.C. 427, 427i); and the Agricultural Marketing Act of 1946 (7 U.S.C. 1621-1629). The other acts referred to in the bill are under the jurisdiction of the Department of Health, Education, and Welfare. We have no recommendations regarding provisions of the bill which would be administered by the Department of Health, Education, and Welfare.

The U.S. Department of Agriculture favors initiating programs principally in 4-H youth development and home economics in the District of Columbia in cooperation with the Federal Extension Service. Cooperative extension service has over 50 years of experience in helping people to help themselves and to help others. Extension programs have for many years served people in rural America and have in recent years served people in urban areas. Programs in 4-H youth development and home economics, in a limited way, have been successful in such cities as Syracuse and Buffalo, N.Y.; Kansas City, Mo.; Providence, R.I.; and Chicago, Ill.

Senator MORSE. That is exactly the sentence I needed to have someone say to me in these hearings. It bears out the observations made in prior hearings, and if you could, subsequently—maybe you do it later in your statement—give us a memorandum to be added to your testimony that would give us some examples of the projects that have been worked out in Syracuse, Buffalo, Kansas City, Philadelphia, and Chicago, it would buttress my position before the full committee and on the Senate floor. That is what I need. I know that it exists, but I am not a competent witness on it. If you can give us some examples of the projects which bear out exactly the principle of the observation that the President made in his California speech when he talked about the need for the extension service in the urban centers, it will be helpful. This is a very helpful sentence for me, and I want to thank you for it.

Dr. RALSTON. We will provide you with that information later. (The information requested is as follows:)

[Provided by Federal Extension Service, U.S. Department of Agriculture]

SPECIAL HOME ECONOMICS PROGRAM

Extension Program Aides (Subprofessional paid)

Extension is working with about 750 paid nonprofessional aides who work directly with poor families in 23 States. (See FES *Nutrition Education Telephone Questionnaire for States*, October 14, 1966).

Extension Program Aides—Alabama Pilot Project

Since November 1964, 14 program aides have worked intensively with 366 young homemakers in low-income rural areas on an individual basis in their homes and in small group meetings.

At the end of the second year of the project 27 percent of the homemakers showed signs of encouragement, self-confidence, and hope for the future; 26 percent attended group meetings for the first time; 4 percent had children who were encouraged successfully to remain in school; and 3 percent had children whose school work had improved as a result of the program aide's help; and even a small percent of families were removed from the public welfare rolls.

Further significant changes recorded by program aides indicated better food buying practices, improved food preparation skills, improving eating habits of the families, improved sewing skills, improved grooming, and improved management of the home.

Volunteer Leaders Living in Low-Income Areas, Hammond, Indiana

Efforts to get women from low-income areas to teach other women in the area have been slow but they are showing promise. Eighteen leaders have been recruited and trained. They volunteered to teach use of USDA Direct Distribution Foods, housekeeping skills, mending, laundry techniques, making over clothing and other homemaking skills at settlement houses and to Headstart parent groups. Their interest in learning new things to teach groups in their neighborhoods continues to be enthusiastic.

Homemakers are Taught Home Management and Consumer Education in Lake County, Indiana

A series of eight home management and consumer education lessons were taught by Extension home economists to forty-one groups of people living in "pockets of poverty." Indigenous paid leaders were of invaluable assistance in all phases of the program.

A study made of 267 of the 2122 home management and consumer education enrollees revealed the following information:

1. 55 adults in these families enrolled in other adult education classes. During the program 5 of these started literacy classes.

2. 76 adults in these families became actively engaged in community group activities.

3. 5 of the families voluntarily withdrew from public assistance.

SPECIAL 4-H PROGRAMS

1. JOB PREPAREDNESS FOR GIRLS

In Buffalo, New York, the school administrators of a high school in a low income area sought the cooperation of the 4-H with a special program for girls in their junior and senior years. A twelve-week Job Preparedness program was designed and conducted by the 4-H staff. Instruction was given in the school during school hours. In the three years of this program over 300 girls have participated voluntarily. The relationship of learning experiences offered to gaining and holding employment made the program meaningful to the girls. Thus, foods work emphasized the effect of diet on appearance and physical fitness. Clothing work stressed the selection and care of clothing. Grooming experiences concentrated on appropriate dress for employment situations, personal hygiene, care of the hair, skin, hands. Other work-related experiences included trips to visit with women at work; instruction, followed by role playing, on employment interviews; social customs and courtesies. A dinner at a fine restaurant completed these real-life experiences.

2. GROWING FLOWERS BUILDS PEOPLE

The block garden program in Philadelphia, Pennsylvania has more than replaced ugliness with beauty on hundreds of city blocks in low income private housing areas. Using the block approach, adults and youth have cleaned up vacant lots, brought in topsoil, planted gardens. Window boxes at each home brought beauty and joy closer to each family of a block. Neat streets replaced cluttered, dirty ones as the influence spread. Responding to evidences of pride in their homes by the families, landlords provided paint, used by the families to paint door and window trim and rooms of the homes. Neat, clean curtains appeared at windows. Civic pride produced personal responsibility. Vandalism decreased. Concern for others developed was evidenced by individual and group action to raise money to help with the cost of education beyond high school for some aspiring youth. This came about through the vision, faith and leadership of a dynamic horticulturist, Mrs. James Bush-Brown. It was made possible through the cooperative efforts of Cooperative Extension, Garden Club Associations, private industry (Sears-Roebuck Foundation)—and the work of hundreds of adults and youth. It did not happen over-night. The story to date is one of 14 years of continuing effort.

3. COOPERATING WITH AND SUPPORT THE WORK OF OTHERS

Extension workers respect the programs of others. They know that alone they cannot meet the needs of families and youth handicapped by the situations and effects of poverty. They have experience and expertise in working with others. Following are a few examples.

a. The Neighborhood Youth Corps

Three major contributions of Cooperative Extension to the purposes and programs of the Neighborhood Youth Corps can be identified. One is counseling with and assisting community directors of the Corps in planning counseling and training programs for youth in the Corps. This happened in the city of Troy, New York with the 4-H agents playing a leading role. This included suggesting resource persons and providing some educational materials.

A second contribution is illustrated by the work of the 4-H agents in Otsego County, New York. Responding to a request, they planned and conducted a training program for about 50 youth, most of whom were working in the city of Oneonta. The program was on principles and practices of management of resources—time, money, credit. They involved an Extension faculty member of the Household Economics and Management Department of the State College of Home Economics in both planning and the teaching of adults who then taught the youth.

The third contribution grew out of support the Corps has given 4-H programs. In Buffalo and Syracuse, New York, the Neighborhood Youth Corps assigned youth to assist the 4-H agents. (Incidentally, many of these youth had been in the 4-H program for from 1 to 3 years, giving evidence of 4-H contributions to the development of their leadership abilities). In the 4-H program they have been given experiences in teaching younger children, learning how to use office and audio-visual equipment, preparing exhibits and other visuals, planning and conducting special activities. Those in charge of the Corps have said that these experiences, supported by training and counseling by the 4-H workers, have been the most significant of those offered by any group. One of these young ladies, a four year member in the inner city 4-H program in Buffalo, is now a student at Howard University, majoring in social sciences. A young man has set college as a goal after completing military service. Another plans to prepare for the ministry.

Such cooperative efforts can be duplicated in every State.

b. 4-H and the Head Start Program

Through 4-H program efforts 30 high school age youth were prepared to serve as volunteer aids in the Head Start programs in the cities of Goshen and Middleton, New York. They received intensive training in working with children in groups. In this, material prepared for the most advanced of four 4-H units of Child Care were used.

SPECIAL REPORT ON ARKANSAS YOUTH PROJECT

A special youth project, set up by the Arkansas Cooperative Extension Service in cooperation with USDA's Federal Extension Service in cooperation with

USDA's Federal Extension Service, involves about 850 boys and girls (Negroes and Whites) who do not have the means to participate in traditional 4-H programs.

A major feature of this project is the use of nonprofessional paid program aides who give personal attention to the needs of the youth. Another feature is a bus specially equipped with kitchen, sewing area, and workshop which is driven into low-income areas to serve as a meeting place and teaching center.

Aides and leaders working with these youth have observed the following changes in the youth in a recent survey of about 90 of them :

34.3 percent increased their employable skills.

65.7 percent developed a greater appreciation for continuing their education.

61.8 percent increased participation in group activities and developed better communication with their peers and those who are trying to help them.

57.4 percent developed a more optimistic outlook on the future.

83.3 percent developed a sense of accomplishment.

76.8 percent made accomplishments that had an impact on their families.

37 percent made accomplishments that had an impact on their community.

A REPORT OF COOPERATIVE EXTENSION WORK WITH FAMILIES IN CERTAIN CITIES

1. Providence, Rhode Island

A project has been underway in Providence for about four years on an experimental basis covering a one-square-mile area in a slum section of South Providence. Three staff members have been employed, plus several VISTA volunteers, to work with youth and homemakers, in addition to out-of-school training of youth in Providence. Youth have been taken to camps maintained by the Rhode Island Extension Service in addition to being involved in other 4-H activities and Achievement Days within the State. This program includes areas such as learning to repair and make clothing, improving and maintaining nutritional diets, skills and crafts, and learning to improve and care for homes and communities. One of the important achievements noted by community leaders and teachers has been improvements in behavior of the youth as well as increased interest and attendance at school.

2. Portland, Maine

4-H programs have been conducted in low-income public housing developments within the city. This have involved activities such as the growing of gardens and beautification, thus providing youth an opportunity to accomplish something constructive and develop a greater sense of pride in their community.

3. Hartford, Connecticut

Two home economists and ten program aides are employed to work with low-income families and youth, including those living in public housing. This work is financed in part with funds from Title I of the Higher Education Act.

4. New Haven, Connecticut

One 4-H staff member is employed to conduct youth programs in the Hill (low-income) area of New Haven. Yale University students have volunteered and are cooperating with Extension to help conduct these programs.

5. Boston, Massachusetts

In the Roxbury-Dorchester low-income area of Boston, a beautification program has been conducted with youth. A total of 400-500 youth have been involved in beautifying 16 vacant lots which were made available by the city. The work was initiated by the state staff with local leaders but a full-time local employee is being hired to service the program. In addition, a home economist has been working since about 1961 with families in the south end of Boston, primarily in low-rent public housing.

6. Manchester, New Hampshire

A home economist is working part time with families living in low-rent public housing. This has involved efforts to help homemakers gain self confidence through development of skills such as sewing, etc. The program has also included 4-H members, and more than 70% indicated that they would like to have their

7. Springfield, Massachusetts

A program is being initiated, growing out of a survey last year which indicated that 19% of the mothers in a low-income area (public housing) had once been

4-H members, and more than 70% indicated that they would like to have their youth participate in such programs.

8. Newark and Camden, New cJrsey

4-H clubs have been organized in public housing units in areas such as foods and nutrition, clothing, arts and crafts, and indoor gardening. Local leaders are being recruited through a lay person in one of the churches in Camden.

9. Trenton, New Jersey

Teenagers have been recruited to work with youth in low-income areas in areas such as beautification.

10. Wilmington, Delaware

Specialists from the University and agents from outlying areas have worked in Wilmington on programs with low-income families, including unwed mothers. This work has been conducted in areas such as the use of donated foods, improving self-help skills, and construction and repair of clothing. Extension has trained homemaker aides employed by the public housing authority to work with low-income families.

11. Rochester, Buffalo and Syracuse, New York

In Rochester, the Cooperative Extension Service trained 34 indigenous local leaders to serve as teaching-visiting homemakers to work with low-income families. These leaders work in homes to teach low-income homemakers how to improve their skills in shopping, house cleaning, laundering, budgeting, planning meals, caring for children, and making use of their community resources. A full-time 4-H agent is employed to work with youth from low-income families. Camps have been held for youth from low-income communities. Two crucial areas currently receiving attention include low educational attainment and deficiency in basic homemaking skills. In addition, many youth have been reached through their interest in 4-H automotive mechanics programs.

In Buffalo and Syracuse, a 4-H school dropout and youth employment program was launched, including the following areas: electronics, a junior chef program, job preparedness, clothing, nutrition, junior leadership, and training of waitresses. These programs were geared to the needs of youth from low-income communities. In addition, Extension has had home economics programs in Buffalo and Syracuse for many years and part of this program has been devoted to working with low-income families.

12. Philadelphia, Pennsylvania

Over a period of years the Cooperative Extension Service has cooperated with the Philadelphia Neighborhood Garden Association in providing learning experiences for youth in low-income slum areas to help young people improve the appearance of their homes and neighborhoods and develop a sense of pride in their home and the community. Vacant lots have been cleared and gardens and shrubbery have been planted. Window boxes became a first step in a series of changes involving washed windows, the use of curtains, painted steps, and a general clean-up of the streets. A home economist employed in Philadelphia has carried on extension work with homemakers and girls with strong emphasis on clothing and improved diets and nutrition. An apartment was established in a public housing unit to show people what the potential might be for developing such an apartment on a very limited budget.

13. Erie, Pennsylvania

Homemaker aides have been trained to work with families in low-rent public housing. These aides worked with 1,535 families. This work was financed (the aides) with public housing funds.

14. Cleveland and Cincinnati, Ohio

In Cleveland, one home economist is employed. In addition, a 4-H staff member is employed to conduct a program both in the central city and in suburbia. The home economics program is geared primarily to working through the professionals of other agencies and work with volunteers. In Cincinnati, one home economist is working with low-income families on improved nutrition with particular emphasis on the use of food stamps.

15. Canton, Ohio

One home economist devotes considerable time to the training of sub-professional aides of other agencies and Head Start mothers, involving areas such

as food stamps, floor care, etc. The 4-H staff has worked with the Urban League and a community school in designing and conducting a 4-H program specifically for low-income youth.

16. *Dayton, Ohio*

One home economist is employed to work in part with low-income families on money management and home storage.

17. *Indianapolis, Terre Haute, and Gary, Indiana*

4-H and home economics programs are conducted in these cities with low-income families and youth by county staffs and limited special staff, including short-term employees. A very effective program involving Extension non-professional aides in Lake County was terminated by OEO in January 1967. In this county a total of 5,286 families attended special training programs on basic skills of food preparation, care of the house, etc. In Indianapolis a home economist has been employed to work in the ghetto composed primarily of Negro families. So far, more than 1,600 mothers have attended one or more classes on the use of donated foods, housekeeping skills, etc.

18. *Chicago, Illinois*

Four home economists, and three 4-H workers are employed in Cook County. Home economics programs are conducted in slum areas composed primarily of Negro and Puerto Rican families, on food and nutrition problems, home-making skills, etc. An important part of the youth program is with youth from low-income families. We now have more than 4,000 4-H Club members in Chicago, many of whom are from low-income families which live in public housing or slum areas.

* * * * *

The following is a very brief summary of some of the urban work with low-income families and youth in other cities of the country. The programs conducted in these cities is very similar to those discussed above.

19. *Milwaukee, Wisconsin*

Six professional home economists work basically with ADC mothers and with families living in low-rent public housing. One 4-H agent is employed to work on gardening and other programs in low-income areas.

20. *Detroit, Michigan*

Two home economists devote part of their time to work with low-income families. Much of this work is done through other agencies.

21. *Minneapolis, Minnesota*

Homemaker service workers have been trained to work with low-income families. Similar assistants have worked on 4-H programs in St. Paul and Minneapolis low-income areas.

22. *Denver, Colorado*

Limited work has been initiated in 4-H and home economics with the poor in Denver.

23. *Seattle, Washington*

Home economics work is carried on in low-rent public housing developments.

24. *Portland, Oregon*

A stepped-up youth program is being initiated in Portland. Some work has been conducted in the downtown poor areas for years. Some staff time is also devoted to home economics in Portland.

25. *Los Angeles and San Francisco*

Work has been conducted on the use of donated foods and the food stamp program.

26. *Tucson and Phoenix, Arizona*

The counties in which these two cities are located have five professional home economists, some of whom devote part of their time to work with low-income families.

27. *El Paso, Texas*

A special program in home economics has been conducted for Mexican Americans. A home economist has trained 36 home management agents who are financed

by OEO but supervised by Extension agents. During a six-month period this staff worked with more than 2,600 families.

28. *Dallas and Houston, Texas*

Some limited work in home economics has been conducted with low-income families and youth from these families. Although most of the work in Dallas is in suburban areas rather than in the central city, many of these families have very limited incomes.

29. *St. Louis, Missouri*

Extensive 4-H programs are being conducted in low-rent public housing areas. Emphasis is being placed on consumer education work with poor families as well as the teaching of homemaking skills.

30. *Miami, Florida*

Special 4-H projects are conducted in low-income areas using teenagers from other parts of the city as leaders. Some work is being conducted by the home economics staff in public housing units. The Cooperative Extension Service prepared a very comprehensive proposal which was submitted to OEO for working with low-income families. This project was not funded, but a similar project was financed by OEO in Miami.

31. *Newport News, Virginia*

A home economics agent works with low-income families.

32. *Baltimore, Maryland*

Three professional home economists are employed who devote part of their time to work with low-income families and youth from these families.

33. *Charleston and Wheeling, West Virginia*

Programs are carried on which are specifically designed to meet the problems of low-income youth. A special program in family financial management for low-income families has been conducted in Charleston.

The above represents a brief summary based on field visits of the FES staff and state programs of work and special reports furnished to FES by the State Extension Services. There are, of course, many other urban areas in which programs are being conducted.

* * * * *

During the past year important attention has been given to the training of non-professional aides which have been employed both by the Cooperative Extension Service and other agencies. The most recent report indicates that the Cooperative Extension Service has trained approximately 10,000 non-professional aides to conduct programs primarily in different phases of home economics. While some of these aides are being used in ghetto areas, many are working in rural America.

WHAT HAS BEEN ACCOMPLISHED IN EXTENSION WORK IN THE GHETTOS

1. Increased employability of youth and homemakers. Skills and attitudes taught have motivated people to seek and find employment and become more productive members of society. (In Milwaukee, for example, the county was saved \$48,000 in welfare funds when homemakers who participated in Extension programs learned skills, found employment, and removed themselves from the welfare rolls.)

2. Youth have been motivated to continue their education and seek higher education beyond the public school.

3. People have improved their aspirations and developed a sense of pride and self-esteem.

4. People have improved their standards of living through improved skills (housekeeping, food buying, home management, child care, food preparation, etc.), have made more effective allocation of their resources and improved their nutritional habits.

5. Social skills have been improved, including the development of indigenous leadership and group work toward common goals.

6. People have developed a greater sense of pride in their community.

7. Rates of juvenile delinquency have declined.

8. Families have become aware and made additional use of community services available to the poor.

Dr. RALSTON. The bill would enable the Washington Technical Institute to establish an agricultural experiment station. The Department sees no need at this time for development of an agricultural experiment station in the District. If the provisions to include the Hatch, Bankhead-Jones, Agricultural Marketing, and Research Facilities Acts are to be retained in the bill, we recommend that these provisions be discretionary.

HOW THE BILL AFFECTS THE DISTRICT OF COLUMBIA

S. 1999 would extend to the District of Columbia and the Washington Technical Institute all the benefits of the acts cited that are administered by the Department of Agriculture. The District of Columbia would be treated as a State and the Washington Technical Institute a college established for the benefit of agricultural and mechanical arts in accordance with provisions of the Morrill Act approved July 2, 1862, as amended. We wish to comment on those acts under the jurisdiction of the Department of Agriculture.

1. The Smith-Lever Act (7 U.S.C. 341-346, 347a, 348, 349a) provides for cooperative extension work with land-grant colleges consisting of giving instruction and demonstrations in agriculture and home economics to persons not attending or resident in said colleges, and the furnishing of technical and other services in these areas by the Federal Extension Service.

The District of Columbia as a State would be eligible to share in the increase in Smith-Lever funds of the amount available to the States in 1962. It would be entitled to the benefit of that part of the formula which allocates to the States 20 percent of such increases equally (sec. 3(c) of the Smith-Lever Act). The other part of the formula applicable to additional appropriations, which bases distribution largely on farm and rural population, would provide the District with little, if any funds.

Because of these legal restrictions, payments to the District of Columbia for fiscal year 1968, based on Senate appropriations now pending in conference committee, would be \$90,256. Under this bill these funds would have to come from the 50 States and Puerto Rico. It should also be pointed out that under the present appropriation language for 1968, the District of Columbia would be required to match the \$90,356 equally. Therefore, we recommend that the bill be amended to authorize appropriations in accordance with the needs and the availability of funds rather than on the basis of the specified formula contained in the Smith-Lever Act.

To carry out extension programs in 4-H youth development and home economics, it is essential that the cooperating institution have the appropriate research and teaching activities to support the extension work. The 50 State cooperative extension services are now located at State land-grant universities which offer undergraduate and graduate degrees. Therefore, we believe educational institutions other than the Washington Technical Institute may be more capable of developing with the Federal Extension Service the extension programs that the Department would like to see established in the District. It is our understanding that the District of Columbia will recommend an amendment in this regard.

Since the District of Columbia has already testified this morning, I think that we concur in their recommendations.

Senator MORSE. What do you think about the suggestion that Dr. Nabrit made, and Mr. Kneipp, to designate the Technical Institute as the land-grant college, but to provide for the principle of flexibility whereby funds could be distributed to other schools in the District that have special services available to perform special work?

Dr. RALSTON. I think that we would like to work with one institution, primarily, as far as the field operation is concerned.

Senator MORSE. You would almost have to do that.

Dr. RALSTON. But as far as the backstopping is concerned and where the research is done, it seems to me that this might have considerable flexibility.

Senator MORSE. I sort of thought that might be true in all State colleges in the South referred to by Dr. Nabrit where certain proportions of the money went to institutions that have in the past served the colored students.

Dr. RALSTON. Yes, sir. I think that these institutions are working very closely together and are putting together programs which supplement and mutually are beneficial to each other as they serve the people of those States.

Senator MORSE. Many of the States have adopted a single administration for all of the colleges in the State. The State board of higher education in my State, for example, has jurisdiction over all of the State institutions, including the land-grant colleges, and that State board of higher education has the authority to distribute funds on a budgetary basis. I suppose that kind of a system works out very well.

Dr. RALSTON. It would seem that there is a need for considerable flexibility as we develop programs for new kinds of situations to really serve the needs of the people.

Senator MORSE. As a matter of fact, I have not thought about it until this mention was made this morning, about the institution of the land grant being such, but, so far as the administration of the funds is concerned, probably the States have the authority to distribute the funds in any way, under legislative grants, to a State school of higher education.

Dr. RALSTON. Yes.

2. The agricultural research Hatch Act (7 U.S.C. 361a-361i) directs payments for agricultural research to State agricultural experiment stations. A "State agricultural experiment station" is defined in the Hatch Act as a "department" which shall have been established under the direction of the land-grant college or the agricultural department of such college in each State or such other substantially equivalent arrangement as the State may determine. Each such station shall have an administrator and a custodian of funds.

Given an appropriate host institution, there are areas of research covered by this act which could be of benefit to the District of Columbia. The main thrust of the Hatch Act, however, is geared to agriculture and rural life, and State agricultural experiment stations are largely oriented for research in these areas. Since the District of Columbia is completely urban, we question the desirability of establishing an agricultural experiment station in the District at this time.

Under the distribution formula of the Hatch Act the amount available to the District on a matching basis would not be substantial—\$123,690, based on increased funds since 1955, including 1967. The act would permit appropriation of an additional \$90,000 which is a non-matching, base allocation to each of the other States. If benefits comparable to those derived by the States under the Hatch Act are to be extended to the District of Columbia, we recommend that it be done by some method other than through the agricultural experiment station structure.

Senator MORSE. I am inclined to agree with you. I certainly do not want to be put in the position of advocating a bill that takes on any resemblance to involving a program of expediency. I am not seeking funds on any expedient basis. I am seeking funds only for those services that we need funds for in the District of Columbia that are perfectly legitimate within the meaning of the Morrill Act. I am not asking that the bill provide for any kind of service—just for the purpose of getting funds, because, in my judgment, it does not meet the test of legitimacy. On the other hand, where the Morrill Act does provide for services that are needed in the District of Columbia, I see no reason why the people of the District of Columbia should be denied such services. That is the motivation of the bill. This raises still unopened, unmasked questions as to whether or not you can have a full program in part without having it in its entirety, under the history of the legal requirements of the Morrill Act. That is one of the purposes of the hearings, which I shall use as the basis for counsel to work in preparing for the committee the necessary legal briefs required.

Dr. RALSTON. Yes, sir.

3. The Research Facilities Act (7 U.S.C. 390–390K) provides for grants to State experiment stations to help finance physical facilities as required for effective conduct of an adequate research program. The comments above with respect to the Hatch Act are applicable to the extension of this act to the District of Columbia.

4. The Bankhead-Jones Act of 1935, as amended by the act of August 14, 1946 (7 U.S.C. 427, 427i) authorizes research into laws and principles underlying the basic problems of agriculture in its broadest aspects. This act provides the maximum use shall be made of facilities of State agricultural experiment stations and State extension services.

Section 10(a) of the Bankhead-Jones Act, as amended (7 U.S.C. 427i(a)) authorizes appropriations for research on utilization and associated problems relating to agricultural commodities. Section 10(b) of the Bankhead-Jones Act (7 U.S.C. 427(i)) authorizes appropriations for the purposes of the act, other than research on utilization, for cooperative research with State agricultural experiment stations and other appropriate agencies as may be mutually agreeable to the Department of Agriculture and the experiment station concerned.

Under the Department's authority to cooperate, the Department holds the view that it may cooperate with any cooperator deemed by it to be competent for carrying out the purposes of section 10. It is, therefore, the view of the Department that 7 U.S.C. 427, 427i need not be amended in order for the District of Columbia or an institution thereof to be eligible as a contractor or cooperator.

5. The Agricultural Marketing Act of 1946 (7 U.S.C. 1621-1629) authorizes the promotion through research, studies, experimentation, and cooperation of a scientific approach to marketing, transportation, and distribution of agricultural products. Under section 204(b) (7 U.S.C. 1623(b)), the Department in carrying out these objectives may make allotments to State departments of agriculture, State bureaus and departments of marketing, state agricultural experiment stations, and other appropriate State agencies for cooperative projects in marketing service and marketing research. Designating the District of Columbia as a "State" for the purpose of this authority would permit allotments to appropriate agencies of the District regardless of whether an agricultural experiment station were established.

In addition to allotments to States under section 204(b), the Department is also authorized under section 205(a) to carry out provisions of the act through cooperation with the State agencies and others, including persons or corporations engaged in the production, transportation, storing, processing, marketing, and distribution of agricultural products. As to this authority, the Department could now cooperate with appropriate organizations in the District of Columbia.

CONCLUSION

Mr. Chairman, the U.S. Department of Agriculture believes that the citizens of the District of Columbia are entitled to the benefits of the cooperative extension programs now enjoyed by the citizens in the 50 States and Puerto Rico, especially programs in 4-H youth development and home economics. We believe that to achieve these objectives, funds should be appropriated specifically for 4-H youth development and home economics in the District of Columbia, and in addition to present appropriations under the Smith-Lever Act. We also believe that the cooperating institution of higher learning should have appropriate research and teaching activities to support effective extension work.

Therefore, we recommend that the bill be amended to authorize appropriations in accordance with needs and availability of funds rather than on the specific formula of the Smith-Lever Act, and that an institution of higher learning be designated that can provide appropriate research and teaching activities to support extension work. Furthermore, the Department sees no need at this time for the development of an agricultural experiment station in the District of Columbia.

The U.S. Department of Agriculture will be pleased to work with the committee staff in drafting language to carry out the above recommendations.

Thank you.

Senator MORSE. It has been a very, very helpful statement, Dr. Ralston. It clears up a good many things that the chairman needed to have cleared up for him.

We will go to work on the proposed amendments that you suggest. Counsel will be in touch with you, to see if we can work out a bill that gives the District of Columbia the benefit of those programs that the Morrill Act makes available and excludes those programs which would

be sort of stretching things, in my opinion, to seek to include in the bill.

I had no such intention of doing that.

Do you wish to add anything, Dr. Byerly?

Dr. BYERLY. I have nothing to add.

Senator MORSE. Thank you very much, indeed, gentlemen.

The next witness will be Dr. Russell I. Thackrey who, as I understand it, represents the Land-Grant Colleges Association.

Is that true, Doctor?

Dr. THACKREY. I work for them, for that association, Mr. Chairman.

Senator MORSE. We are delighted to have you here, and will be glad to hear from you now.

STATEMENT OF DR. RUSSELL I. THACKREY, EXECUTIVE DIRECTOR, NATIONAL ASSOCIATION OF STATE UNIVERSITIES & LAND-GRANT COLLEGES

Dr. THACKREY. Mr. Chairman and members of the committee; my name is Russell I. Thackrey, and I appear here today as an individual to offer comment, at the request of the committee, on Senate bill S. 1999, which would designate the Washington Technical Institute as a land-grant institution for the District of Columbia. My occupation for the past 20 years has been and is that of executive director of the National Association of State Universities & Land-Grant Colleges. The authorized committees of that association have not had an opportunity to study and make recommendations as to S. 1999, and I therefore have no authority to speak on behalf of the association. I would note that our association did support the legislation establishing the Federal City College and the Washington Technical Institute in the District of Columbia.

As an individual resident and taxpayer in the District of Columbia, I am strongly in favor of measures to increase educational opportunity for the young people of the District, and to provide educational services to the people of the District characteristic of those which the land-grant and other public universities have long provided for the people of the various States and Puerto Rico.

Federal funds made available to the Washington Technical Institute under S. 1999, as I understand it, would be for three types of programs.

CAMPUS INSTRUCTION

Funds for resident instruction in agriculture, the mechanical arts, and subjects related thereto, under acts providing for annual appropriations for the "further endowment" of land-grant institutions established under the Morrill Act of 1862. Institutions receiving these funds, I might note, are required by the basic act to offer courses in military training. They are required to offer a substantial course in military training. This would provide some problems to the Washington Technical Institute, because it would have great difficulty in a non-degree-granting institution in giving ROTC instructions in order to offer military training. These various acts (of 1890 as amended in 1907; and of 1935, as amended in 1952 and 1960) all have statutory ceilings on appropriations. I would suggest that any legislation adding

to the number of institutions receiving funds also authorize the appropriation of the additional amounts necessary to provide them without reducing the amounts available to other land-grant institutions.

RESEARCH IN AGRICULTURE AND RELATED FIELDS

The Hatch Act of 1887, as amended and supplemented, provides substantial funds for grants in aid for research in agriculture and related fields in the agricultural experiment stations of the land-grant institutions. Attention should be given also to increasing the appropriation authorization with respect to certain items of these acts along the lines suggested above.

If the committee decides to retain this provision in the bill, the same suggestion with regard to increasing the ceiling on those portions, some of which are open ended, but on those portions which are not.

However, Mr. Chairman, I must say I have grave reservations about the appropriateness of making substantial sums for research in agriculture and related sciences available to an institution which, as I understand it, is limited by law to the offering of technical terminal programs of not more than 2 years duration, or in any event not leading to the baccalaureate degree. A substantial research program is almost necessarily associated with a faculty trained in research at the advanced level, and is most desirably associated with the offering of graduate work and the training of graduate students in research methods. I do not see how—I have some difficulty here—the Washington Technical Institute could, under its present statutory provisions, either initially or in the future meet those requirements. It would seem to me that the Federal City College, which is authorized to give the bachelor's degree and may be expected in the future to develop a graduate and research program, would be a more appropriate institution for this designation.

Senator MORSE. I think that there is great merit in your observation. We will reexamine the bill as presently drafted and see if here is not one of the places where it ought to be modified, as Mr. Kneipp has suggested. It may be that it should be assigned to the Federal City College which is a 4-year college or, as Dr. Nabrit suggested, even to assign some of it to the local universities. I am not in a position to pass on the legal complications that this might create, but, certainly, I would favor the objective. Here, again, I am not going to ask for funds for a program which, under the organization of the institution itself, or the institute itself, could not be said to meet the objectives of the Morrill Act. I not only want a program that would be consistent with the basic legislation but I hope that counsel will take note of Dr. Thackrey's testimony here. There is great merit in it. It will require a thorough examination. We ought to be able to come up with some suggested amendments for the committee to consider.

Dr. THACKREY. I would note, Mr. Chairman, that the basic land-grant act—that is, the designation of one or more land-grant institutions by the legislature is in existence in several States. Except for those States in the South, there is one that has used that. Massachusetts designated one university for the mechanical arts.

Senator MORSE. I am not familiar with the exception, but that is very important. It bears out what Mr. Kneipp had in mind when he suggested that we have this principle of flexibility in it.

Dr. THACKREY. Most States have not done that, but it is permissible.

COOPERATIVE EXTENSION WORK

The third program for which S. 1999 would make funds available is for cooperative extension work in agriculture and related fields. While it may seem strange to those not familiar with the cooperative extension program of the land-grant institutions, and the U.S. Department of Agriculture, to envision its being carried on in a metropolitan area such as the District of Columbia, this is not the case. The legislative "charter" of the cooperative extension service clearly authorizes broad programs related to consumer as well as producer interest, to home and family life, youth programs such as the highly successful 4-H Club movement, et cetera.

For example, helping city families make wise use of their food dollars both in terms of cost and in terms of sound nutrition is an essential part of the home economics programs of the cooperative extension service. Working with food processors and retailers on processing and marketing problems to improve the quality and reduce the cost of these operations is intimately related to agricultural production on the one hand, and the interests of the consumer on the other. Cornell University, the land-grant institution of the State of New York, for example, has a substantial extension staff in New York City through the New York State College of Agriculture. Similar situations prevail, such as noted by Dr. Ralston, in many urban areas, where extension staff members work in a variety of ways with families, youth programs, et cetera.

The primary purpose of the cooperative extension service may be described as carrying the results of research in the land-grant colleges and universities and the U.S. Department of Agriculture into practical application in the lives of people. It is a two-way operation, in that it functions both to bring the results of research into application, and to bring problems needing research to the attention of those doing research. For this reason, performance of the extension function is closely related to the research function, which might suggest that they ought to be done under the auspices of the same institution.

Both the Federal City College and the Washington Technical Institute should be tied in closely with the community they serve, Mr. Chairman, not only as centers of formal instruction for the young people of the District of Columbia, but also in extension and public service activities.

In view of the three types of federally aided programs involved in S. 1999, Mr. Chairman, and their closely interrelated nature, I would offer the observation that the City College might be the more appropriate institution for designation as a land-grant institution. At the same time the committee might wish to instruct the Federal City College to work closely with the Washington Technical Institute, and utilize its resources, in carrying on its extension programs. There are historic precedents for this, in several States, particularly in the South. Before coeducation became almost universal in higher public educa-

tion, some land-grant institutions did not have departments or schools of home economics, or conduct research in this field. By cooperative institutional arrangements, members of the staff of the "women's colleges" of the States concerned were made members of the extension and research staffs of the land-grant institution, and funds made available for their work as part of a coordinated statewide program. There are also examples outside the land-grant funding arrangements, in which universities with major extension programs utilize the staff and facilities of other institutions in carrying them on, under mutually agreed-on financial arrangements.

Close cooperation between the two new public institutions of the District of Columbia is essential and I am sure it will be a prime objective of those charges with the responsibility for their development. Any emphasis which this committee wishes to give to that end would be desirable.

In conclusion, Mr. Chairman, may I again express my appreciation, as a resident of the District of Columbia, for the keen interest of members of this committee in improving educational opportunity for the people of the District. One of this country's most cherished ideals is that of equality of opportunity and the availability of a wide variety of educational programs genuinely open to those who can benefit from them is one of the essential major conditions to attainment of this goal.

Senator MORSE. It has been very, very helpful testimony, Dr. Thackrey. When we first proposed the higher education bill for the District of Columbia, you may recall that we had one institution, one campus, where there was some division in the administration responsibility which was attended to.

Dr. THACKREY. Yes, sir.

Senator MORSE. Then, the House decided that they thought that a bill which provided for two institutions on separate campuses would have a better chance of passage in the House. I sought only to get the principle established. I urged the passage of the House bill. I urged the committee to accept the House bill, and it substituted it for the Senate bill. We were delighted to do so.

Your testimony bears out the need to see to it that we provide, if necessary, by legislation a cooperative arrangement between the two. I am very much impressed with your testimony. I will reserve judgment until we complete our research on it. You certainly have raised a point here that I can assure you will be reached and be ready for the committee when we mark up the bill.

Thank you very much.

Mr. THACKREY. Our next witness is Dr. J. Max Bond.

I will have to declare a 5-minute recess at this time.

(Short recess.)

Senator MORSE. The hearing will come to order.

Our next witness on S. 1999 is Dr. J. Max Bond.

We are delighted to have you here, Dr. Bond.

Dr. Bond is a longtime friend of our educational problems in the District of Columbia. I particularly wanted to have his views in regard to this problem. You may proceed in your own way.

STATEMENT OF DR. J. MAX BOND, WASHINGTON, D.C.

Dr. BOND. Mr. Chairman and members of this committee, my name is J. Max Bond, 622 A Street NE., Washington, D.C. 20002. I represent the interest of one who has spent many years in the field of higher education both in the southern part of the United States and in several countries, including the Republic of Liberia, where I founded the University of Liberia and served as its first president. I also represent many individuals who are interested in both the new liberal arts college and the 2-year Washington Technical College.

I request the indulgence of those who are listening to this testimony to allow me to express my true feeling, first, about the chairman of this hearing, Senator Wayne Morse, and second, about the institution that shall function under the name of the Washington Technical College. I am not against this bill in principle. Instead, I feel a deep sense of gratitude to Senator Morse for the insights and motivations that have led him to take the leadership toward establishing two much needed institutions. I wish at this moment to thank him for his concern for the people of the Nation and, in this case, of the District of Columbia.

My presence here then is not to question the need for a technical college but to express my views on the founding of this college as a land-grant institution. Since the exercise of the right to vote into office Senators and Congressmen has been denied the citizens of the District of Columbia, it is rather difficult to understand how this college can become a land-grant college without first requesting that the present laws concerning such colleges be amended. The problems with which this college should deal are of an urgent nature. My concern, therefore, is that delays caused by possible litigation against and/or by special arrangements in favor of a land-grant college might jeopardize the possibility of its opening in 1968.

Furthermore, there are questions that arise from the idea of pouring this college into a mold that has been in the making since 1862 and now appears to be so well formed as to exclude the feasibility of fitting into it a program whose success depends upon meeting the present problems of inner-city living and the other problems growing out of the ever-increasing pressures of our modern, computerized, mechanized, and communication-oriented society, to say little about kindred problems related to mankind's new leisure syndromes and the great individual and group isolation that are byproducts of our society. The new college might be able to take a fresh, unlimited approach to these problems if its program is not circumscribed by tradition.

As chairman of the Capitol Hill Recreation Advisory Committee, I work with a group composed of Americans of European and African descent who have recently come together not as white Americans or as black Americans, but as concerned human beings—and I might just say to our chairman, that he has always shown himself to be concerned with America in this respect—working for those values that unite men of good will and interested primarily in serving those among us who feel isolated and whose grief over this isolation and neglect tends to bring about those states of neurosis that leads both the individual and the group to the rendering of acts of destruction, motivated by distrust and hate.

I am here testifying before you this morning because I have long ago taken the "nuptial" vows that leave me deeply and unashamedly wedded to the idea of a strong democratic and literate America—America, the beautiful, if you please. As I understand it, this college is being founded to help toward achieving this America for all segments of our population.

How is this goal to be realized? It is my fervent hope that those who have had the responsibility for planning this program have already adopted the philosophy of education unlimited; that is, within the framework of the definition under which the school will operate. It is recognized that in order for some of the students to profit fully from such a program, strong and intensive remedial work in reading and arithmetic may at first be necessary.

Many vocational-oriented schools in this Nation today are training men and women for jobs that do not exist anymore. It is hoped that this college will train men for the type of jobs that will need to be filled now and in the future, and that, in addition, steps will be taken to make these jobs open to all qualified applicants. Toward this end, it is hoped that the college will bring labor unions and the minorities into a working agreement not only in the older occupational skills but also in the new world of computer mechanics that is evolving.

The land-grant colleges and their approach to agricultural and mechanical studies have undoubtedly placed this country in the forefront of the production of food and the development of machinery. These are truly great contributions. There is, however, a growing realization that the new institutions of today need to stress somewhere in their curriculums those techniques that lead to the respect for the dignity of man and brotherly love. This lack in our civilization, or our way of life, leaves us a questioned and doubted Nation in the minds of millions who would like to look to us for inspiration and leadership. At this speaking, our Nation is in grave danger. Those of us who care must work out new methods of dealing with these new problems, which when left unresolved leave our children to roam the streets, result in widespread looting and burning, and lead to a type of repression that debases all of us.

These observations direct our attention to that part of the bill concerned with programs for youth and the children of the cities. Can this technical school do anything in this context? The group that wanted me to come here and testify have devoted their lives to salvaging some of the children of the ghettos. This school, Mr. Chairman, might work toward the development of an approach to the problem through a Child Education and Development Authority. Under this Authority, the myriad of agencies that now serve the American child could come together under one program and work cooperatively for the saving of these children. It might even provide a means by which some deprived and rejected children would be taken away from their ghetto homes and brought up in a good family environment.

Appropos to this question, attention is called to the millions of senior citizens who are in good health, who love children, and who have many years of life expectancy and who if properly screened would make excellent substitute parents for young children who seem destined otherwise to grow up as wolf children and later walk the streets as criminal adults. These potential, substitute parents would not only

welcome the chance to rear a second family but would accept with gratitude an opportunity to live in bright new houses with the children that they have elected to help and to nurture.

But who in this land of wealth and abundance thinks of building communities where senior citizens might dedicate their last years in forming men and women for America of tomorrow?

To return to our proposal, the hope exists that the new Washington Technical College will be the matrix out of which will come the Child Education and Development Authority suggested in this testimony. This Authority, to reiterate, would bring all of the agencies now competing and overlapping into a single cooperative effort—not an administrative one—and would assure coordination in saving our young.

We are not discussing this, but it is apropos to this question.

Senate bill, S. 2105, among other things, would, if passed, authorize the Secretary of Agriculture to establish and maintain cooperative extension services in the District of Columbia, which will include 4-H Club youth development and home economics programs, adapted to the needs of the persons living in the District of Columbia. The bill states that—

The programs authorized by this act shall be developed in cooperation with the Government of the District of Columbia and shall be covered by a memorandum of understanding agreed to by the Government of the District of Columbia and the Department. Such memorandum of understanding shall provide for implementation of the programs by Howard University. The Secretary may also utilize the agencies, facilities, and employees of the Department and may cooperate with other public agencies and with private organizations and individuals in the District of Columbia and elsewhere to carry out the purpose of this act.

Consistent with the suggestion that the Washington Technical College operate on the basis of providing unlimited educational opportunities for all of its students, I reject the implication that completion of 2 years of college work at this school will represent the cutoff point. My objection to such schemes, as the tract system, grows out of a belief that no student should be barred from engaging in a program of education unlimited and, in this case, from moving forward beyond the 2-year course that had been prescribed, if the students has demonstrated sufficient academic competence and interest to do so. Opportunity for further study would, in the approach herein envisioned, revolve around the cooperation of Howard University.

Although I do not believe that the technical college should hitch its development to the land-grant college star, I do believe that great benefits could come from an arrangement that would establish at Howard University a land-grant college administration or department which would be empowered to receive land-grant college funds and carry out land-grant college programs that have been geared to meet urban needs. Consistent with the above belief, I offer for consideration of this committee, first, an arrangement whereby there would be established a functional relationship between the proposed Howard University Land-Grant College Administration, or Department, and the new Washington Technical College that would enable this college to receive and utilize funds that have been deposited with the Howard University Land-Grant Administration.

Second, I suggest that the proposed Howard University Land-Grant Administration offer or arrange for courses above the 2-year college level open to Washington Technical College students who are approved for continued study and who might want to qualify for a degree. Washington Technical College would not, however, be a land-grant college and would be free to develop its program to meet urban needs.

In sum, I am suggesting that the Washington Technical College develop an administration that is entirely separate from any other existing college and further that the legislation controlling Washington Technical College be so stated and arranged as to call for amendments to the laws controlling all governmental grant-awarding agencies to the extent that grants can be made by such agencies directly to the Washington Technical College. Passage of this type of legislation in my opinion might not meet strong opposition which would delay the opening of the college in 1968. Washington Technical College, however, would be in position to avail itself of land-grant college funds—deposited, as is suggested, at Howard University—to carry out and sponsor land-grant college academic programs, and engage in land-grant type community programs that would provide its students with intern experiences as fieldworkers, along with the classroom programs. Howard University might well conduct needed research and develop courses and projects in which WTC students might enroll.

In conclusion, what we are suggesting here is that Washington Technical College be viewed as a modern-day college for the people, an institution where young and older adults might prepare themselves for new occupations, and in addition get new insights into modern-day problems and develop avocations that will help them to adjust to the world of mechanical devices that surround them. The larger aim is the resolution of some of the grave problems that confront our Nation, by providing training for young men and women who, through their classroom and community experiences, will become culture carriers for a brighter and more effective educational approach to the problems facing American cities.

I wish to thank you for this wonderful opportunity and for your kindness in listening to me.

Senator MORSE. I want to thank you not only individually but on behalf of my subcommittee for bringing this very challenging statement to us this morning.

As I have listened to the witnesses this morning, including you, I have come to the tentative opinion which I shall express to our subcommittee at our first meeting that I think what we need to do before we take action on this bill is, first, for us to have an informal conference with the board of trustees of the two Washington, D.C., colleges—the Federal City College and the Washington Technical Institute, and their presidents. I think that they ought to be in on the ground floor before we pass any legislation and that they, in turn, should consult with the officials of Howard University.

As I said a few moments ago, our original thought in the Senate was one institution, and that was separated by the House and made into two institutions.

I do not mean to imply that what I am now saying is that there should not be a part played in the educational program by Howard University. But the idea was to set up an institution and later two institutions quite separate and distinct from Howard University, because of our view that Howard University performs an entirely different service than the Federal City College and the Washington Technical Institute. I am still of that opinion, but that does not mean that we should not examine the suggestions that you have made in your testimony here this morning. The purpose of the two public institutions that we are seeking to serve are quite different from the underlying purposes of Howard University, which is not considered to be a local institution at all, but is a national and worldwide institution.

What we need in the District of Columbia is a public institution, now divided into two institutions, to meet the particular needs of the young people of the District who just do not have an opportunity to go to a public institution because of their economic status.

As I have said so many times, thousands of young people are here who are entitled to the same service that every state is providing for the young men and young women of low economic groups to have at least an opportunity to get a higher education. That is why I think we should adopt this legislation. That is why I supported the bill that created these two institutions. It is the intention, and was the intention from the beginning, that the type of programs we are talking about this morning ought to be vested in one of those institutions on the basis of the testimony that has been given here this morning, calling for the flexibility doctrine to be applied, and on that basis I think a strong *prima facie* case has been made. I think we have to take a look at whether or not a land-grant college, if any should be established either at the Federal City College or at the Washington Technical Institute, with arrangements made for special services to be rendered by Howard University is the course to take. I am not of the opinion that it should be vested in Howard University, but my mind is not closed to that. It could not be, after the statement you have made. We will pursue that.

I want to thank you.

Dr. BOND. If you will permit me to say this, I should like to state all of the nice feelings that I have toward you and your work. I want to thank you for this honor of appearing here.

Senator MORSE. I appreciate your attitude very, very much. You have made a contribution. It is very important that your views be made a part of this hearing record. Thank you very much.

That closes the public hearings on S. 1999.

(Whereupon, at 10:10 a.m., the subcommittee proceeded to the consideration of other matters.)

(The following material was received for the hearing record:)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE,
OFFICE OF EDUCATION,
Washington, D.C., March 23, 1967.

HON. WAYNE MORSE,
U.S. Senate,
Washington, D.C.

DEAR SENATOR MORSE: Thank you for your recent request concerning the extent of participation of the District of Columbia in programs administered by the Office of Education.

Enclosed are tables of obligations incurred in the District of Columbia for Fiscal Year 1966 and 1968. As you will note, the District of Columbia participates in all programs administered by the Office except three:

1. Vocational education programs under the Smith-Hughes Act of 1917: the District is not a "State" within the definition of the Act and is therefore ineligible to participate.
2. Construction of public community colleges and technical institutes (Section 103 of the Higher Education Facilities Act of 1963): the District at present has no public community college or technical institute.
3. Assistance under the Morrill-Nelson and Bankhead-Jones Acts: the District has no land-grant college eligible for such assistance.

If the Office of Legislation can be of further assistance, please let us know.

Sincerely yours,

ALBERT L. ALFORD,
Assistant Commissioner for Legislation.

Enclosures.

OBLIGATIONS INCURRED IN THE DISTRICT OF COLUMBIA, FISCAL YEAR 1966

I. OFFICE OF EDUCATION APPROPRIATIONS

Expansion and improvement of vocational education:	<i>Fiscal year 1966 actual</i>
Vocational Education Act of 1963:	
Grants to States.....	\$447, 871
Work-study programs.....	75, 214
Research and special projects.....	583, 235
George-Barden and supplemental acts.....	226, 183
Smith-Hughes and supplemental acts.....	(¹)
Elementary and secondary educational activities:	
Title I—Assistance for educationally deprived children:	
Basic grants.....	² 5, 575, 276
State administrative expenses.....	² 75, 000
Title II—Grants to States for school library materials.....	345, 817
Title III—Supplementary educational centers and services.....	74, 267
Title V—Strengthening State departments of education:	
Grants to States.....	130, 934
Higher educational activities:	
Title I—Grants to States for community service and continuing education programs.....	105, 000
Title II—Library assistance:	
Strengthening higher education resources:	
Grants to institutions.....	42, 000
Research and demonstration projects.....	19, 800
Title III—Strengthening developing institutions:	
Cooperative relationships.....	} 14, 600
National teaching fellowships.....	
Title IV—Student assistance:	
Educational opportunity grants:	
Grants to higher education institutions.....	520, 708
Insured loans:	
Work-study programs.....	596, 138
Title V—Teacher programs:	
Fellowships for teachers:	
Recent graduates.....	156, 800
Title VI—Improvement of undergraduate instruction:	
Acquisition of equipment and minor remodeling.....	123, 325
National Teacher Corps.....	147, 921
Higher education facilities construction:	
Title I—Undergraduate grants:	
Public community colleges and technical institutes.....	(³)
Other undergraduate institutions.....	2, 598, 771
State administrative expenses.....	30, 738
Title II—Graduate grants.....	78, 166
Title III—Loans.....	3, 605, 000

¹ The District of Columbia does not participate in grants under provisions of the Smith-Hughes Act.

² Estimated adjusted obligations.

³ Does not participate under provisions of sec. 103, title I, HEFA.

OBLIGATIONS INCURRED IN THE DISTRICT OF COLUMBIA, FISCAL YEAR 1966—Con.

I. OFFICE OF EDUCATION APPROPRIATIONS—continued

	<i>Fiscal year 1966 actual</i>
Colleges of agriculture and the mechanic arts:	
Permanent endowment (Morrill-Nelson Acts)-----	} (4)
Further endowment (Bankhead-Jones Act)-----	
Grants for public libraries:	
Services and construction-----	\$387, 971
Payments to school districts (Public Law 81-874)-----	4, 653, 238
Defense educational activities:	
Title II—Student loans:	
Loans to educational institutions-----	1, 841, 197
Title III—Instructional assistance:	
Acquisition of equipment and minor remodeling:	
Grants to States-----	175, 294
State supervision and administration-----	50, 000
Title IV—Graduate fellowships-----	714, 575
Title V—Guidance, counseling, and testing:	
Grants to States-----	81, 278
Title VI—Advanced training in foreign languages:	
Language and area centers-----	102, 308
Fellowships-----	92, 973
Research-----	239, 300
Title VII—Educational media research-----	312, 396
Title XI—Institutes for advanced study-----	341, 839
Educational improvement for the handicapped:	
Training grants-----	419, 208
Research and demonstrations-----	446, 950
Captioned films for the deaf-----	619, 123
Foreign language training and area studies (Fulbright-Hays)-----	42, 897
Civil rights educational activities:	
Grants to school boards-----	} 85, 000
Institutes for school personnel-----	
Arts and humanities educational activities:	
Instructional assistance:	
Grants to States-----	1, 217

* There is no college of agriculture and mechanic arts.

II. TRANSFERRED FUNDS FROM OTHER AGENCIES

Manpower development and training activities-----	1, 133, 993
State administration-----	60, 760
Educational television facilities-----	386, 939
Assistance to refugees in the United States: Cuban student loans-----	90, 850
Economic Opportunity Act of 1964: Adult basic education-----	1, 229, 214
Civil defense educational activities-----	45, 895
Total-----	29, 127, 179

DISTRICT OF COLUMBIA DENTAL SOCIETY.

Washington D.C., August 23, 1967.

Hon. WAYNE MORSE,
U.S. Senate,
Washington, D.C.

DEAR SENATOR: I would like to place on record, the support of the District of Columbia Dental Society for the bill S. 1999 which is designed to amend the District of Columbia Public Education Act.

The Washington Technical Institute, as we understand, will at some future date, have the training of dental laboratory technicians as well as dental assistants and hygienists, which are in great demand by the profession.

With this objective in mind, our Society is in support of this bill which will earmark funds for this institute.

Very truly yours,

JOSEPH R. SALCETTI, D.D.S.,
Secretary.

GREATER WASHINGTON CENTRAL LABOR COUNCIL, AFL-CIO,
Washington, D.C., August 22, 1967.

HON. WAYNE MORSE,

Chairman, Subcommittee on Public Health, Education, Welfare, and Safety, Senate Committee on the District of Columbia, U.S. Senate, Washington, D.C.

DEAR SENATOR MORSE: The Greater Washington Central Labor Council commends you for your introduction of S. 1999 and holding hearings on this matter of vital importance to the District of Columbia Education system.

S. 1999 would designate Washington Technical Institute as the Land-Grant College for the District of Columbia. The benefits of the Morrill-Nelson Act and the Bankhead-Jones Act are available to all States and Puerto Rico but not the District of Columbia. The District of Columbia Public Education Act (P.L. 89-791), which the Congress passed last year, establishes the Washington Technical Institute to provide vocational and technical education to prepare individuals for useful employment. The original purpose of the Land-Grant College program was to endow colleges in each State so that they could maintain programs of instruction in the mechanic arts, economic sciences, etc., with "special reference to their applications to the industries of life." Consistent with this purpose, the proposed legislation would make funds available to provide support of programs of instruction in such areas as home economics, and technical education. We understand that the Washington Technical Institute would receive \$50,000 under the Morrill-Nelson Act and approximately \$330,000 under the Bankhead-Jones Act. It has come to our attention that the Land-Grant program is the only program administered by the Office of Education in which the District of Columbia cannot participate. The extension of the benefits of the land-grant program to the District of Columbia and the designation of the Washington Technical Institute as its land-grant college seems to us to be highly commendable. We strongly support the enactment of S. 1999.

We request that this statement be made a part of the record of the hearings.

Respectfully yours,

J. C. TURNER, *President.*

THE WHITE HOUSE

REMARKS OF THE PRESIDENT AT SITE DEDICATION CEREMONIES, THE
 UNIVERSITY OF CALIFORNIA, IRVINE, CALIFORNIA

(As Actually Delivered)

Governor Brown, President Kerr, Mr. Carter, Mr. Aldrich, Mr. Dutton, Congressman Miller, Congressman Utt, Congressman Hanna, Distinguished guests on the platform, Members of the Board of Regents, Ladies and Gentlemen:

I have been in California now less than 30 hours and I think I already know why you are number one in the Nation in so many fields. Your leaders have the vision and your people have the vigor that put California on top.

Governor Brown, I predict that is where California is going to stay.

There seems to be a sense of urgency in California that translates good words into good deeds. Men have been talking about the importance of education now in America ever since Thomas Jefferson once said, "If you expect a nation to be ignorant and free, you expect what never was and never will be." California is not just atalking about education—you are doing something about it. This campus is a perfect example. It seems, in fact, that every time I come to California you build a new college. The last time, only three months ago, you were dedicating a new campus at Santa Cruz. Today, the University adds another campus at Irvine. If you keep up this pace, President Kerr, you are going to have a lot of ceremonies like this between now and November.

Urgent problems demand urgent programs. By 1970 California must provide desks and teachers for more than a million additional students. In the next six years you must build as many schools, teach as many students, and spend as much money on education as you have during the past 80 years. I know something about this State. I know something about the West. I know that you have the concern, the courage and the commitment to get this job done. You will not be alone. Education is a national need, and I want to assure you that as long as I am President, the education of your children is going to receive top priority by the men who lead your Nation.

In the last few months, I have signed three education bills into law, in addition to one library bill. One of them will build college class rooms for hundreds of thousands of students, construct community colleges and technical institutes and improve graduate schools and college libraries. But that is just a beginning. In the next decade, our college population will almost double, and we must provide them with the facilities and faculties second to none in the world. I believe we will so provide them. I expect higher education in America to cross many new frontiers in that decade, and one of the most critical is the frontier of the city life.

A century ago we were a Nation of farms and farmers. Eighty percent of our people lived in rural areas. We had to cultivate a wilderness of western lands. Congress passed legislation then to apply the science of our learning to the secrets of our agriculture, and our colleges and universities set out to change our farms. Well, the results were revolutionary—so revolutionary that today one farm worker produces what six produced a hundred years ago. Now 70 percent of our people live in urban areas, like Los Angeles. Their needs are immense. But just as our colleges and universities changed the future of our farms a century ago, so they can help change the future of our cities. I foresee the day when an urban extension service, operated by universities across the country, will do for urban America what the Agricultural Extension Service has done for rural America. And I am asking the United States Commissioner of Education to meet with the leaders of education—men like your own Clark Kerr—to see how that can come to pass.

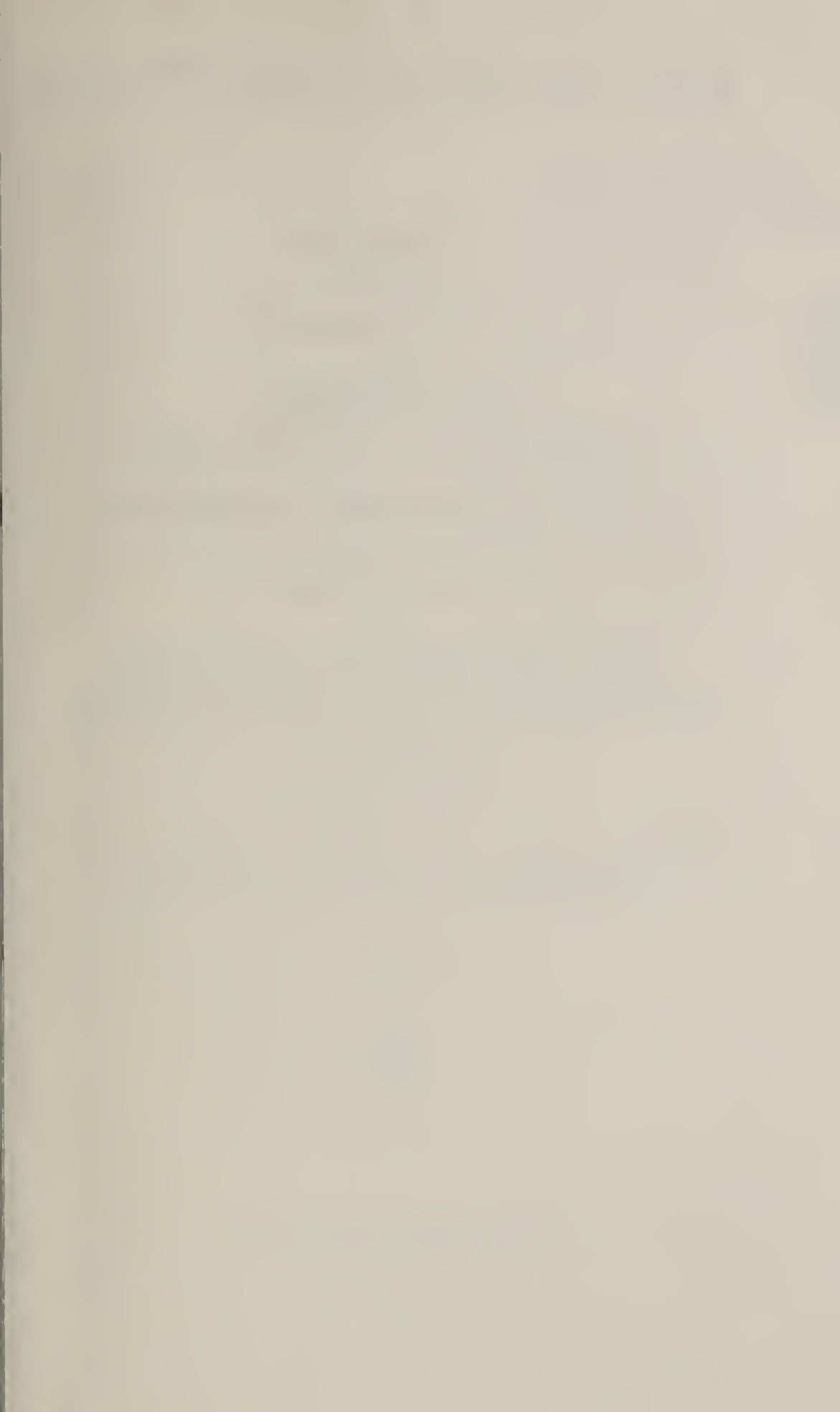
All our hopes for peace depend on the kind of society that we build here in the United States. And that, in turn, the kind of society that we build, rests on our system of education. I do not intend for us to settle for an uneasy peace for the world, or an inferior society for America, or an inadequate education for our children. We are on the frontiers of a new America. Ahead of us is the challenge to make our system work, make it work in a dangerous and difficult period; to demonstrate to a watching and waiting world that democracy, and not communism, represents the way to the future.

Just the day before he died, our beloved late President Franklin Delano Roosevelt wrote: "The only limit to our realization of tomorrow will be our doubts of today."

I have come to California to ask you to throw off your doubts about America. Help us demonstrate to the world that people of compassion and commitment can free their fellow citizens from the bonds of injustice, and the prisons of poverty, and the chains of ignorance. Help us—help us to open the doors of America's abundance and freedom's promise to every man, whatever his race, or his region, or his religion.

Help us to build a strong—and vital—and progressive society. In education, in health, in transportation, in every field of human endeavor let us move forward. Let us do our dead level best, knowing that "Whatsoever a man soweth, that shall he also reap."





FEDERAL CITY COLLEGE AS A LAND GRANT COLLEGE

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HEARING
BEFORE
SUBCOMMITTEE NO. 5
OF THE
COMMITTEE ON
THE DISTRICT OF COLUMBIA
HOUSE OF REPRESENTATIVES
NINETIETH CONGRESS

SECOND SESSION

ON

H.R. 15280, H.R. 15886 and S. 1999

TO AMEND THE DISTRICT OF COLUMBIA PUBLIC EDUCATION
ACT TO QUALIFY THE FEDERAL CITY COLLEGE AS A LAND
GRANT COLLEGE

MARCH 13, 1968

Printed for the use of the Committee on the District of Columbia



U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON : 1968

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FEDERAL CITY COLLEGE AS A LAND GRANT COLLEGE

WEDNESDAY, MARCH 13, 1968

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE NO. 5 OF THE
COMMITTEE ON THE DISTRICT OF COLUMBIA,
Washington, D.C.

The Subcommittee met, pursuant to notice, at 10:00 a.m. in Room 1310, Longworth House Office Building, Honorable B. F. Sisk (Chairman of the Subcommittee) presiding.

Present: Representatives Sisk, Walker, Nelsen, Horton, Harsha, Gude, and Zwach.

Also present: James T. Clark, Clerk; Hayden S. Garber, Counsel; Sara Watson, Assistant Counsel; Donald Tubridy, Minority Clerk; and Leonard O. Hilder, Investigator.

Mr. SISK. Subcommittee No. 5 will come to order.

The Committee has for consideration this morning several bills: H.R. 15280, a bill by Mr. Nelsen, and joined with him is Mr. Horton, Mr. O'Konski, and Mr. Mathias; also H.R. 15886 by Mr. Gude; and a bill which has passed the Senate—which I understand is an identical bill—S. 1999 by Senator Morse of Oregon.

The purpose I understand of this legislation is to amend the District of Columbia Public Education Act (P.L. 89-791, approved Nov. 7, 1966, 80 Stat. 1426) which established the Federal City College. We are interested in qualifying the Federal City College as a land-grant college. Without objection, a copy of the bills and staff memorandum thereon, will be made a part of the record at this time. Also there will be reports from some of the Departments which will be made a part of the record upon their becoming available. (See p. 34.)

(The other documents referred to follow:)

(H.R. 15280, 89th Cong., 2d sess., by Messrs. Nelsen, Horton, O'Konski, and Mathias, on Feb. 8, 1968; H.R. 15886 by Mr. Gude on March 12, 1968; and S. 1999 by Mr. Morse, passed by Senate on Dec. 8, 1967)

A BILL To amend the District of Columbia Public Education Act

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the District of Columbia Public Education Act is amended by adding at the end thereof the following new title:

TITLE IV—MISCELLANEOUS PROVISIONS

SEC. 401. In the administration of the Act entitled "An Act to apply a portion of the proceeds of the public lands to the more complete endowment and support of the colleges for the benefit of agriculture and the mechanic arts established under the provisions of an Act of Congress approved July second, eighteen hundred and sixty two", approved August 30, 1890 (26 Stat. 417; 7 U.S.C. 321-326, 328); the tenth paragraph under the heading "Emergency Appropriations" of the

Act entitled "An Act making appropriations for the Department of Agriculture for the fiscal year ending June thirtieth, nineteen hundred and eight", approved March 4, 1907 (34 Stat. 1256, 1281; 7 U.S.C. 322); the Act of May 8, 1914 (38 Stat. 372; 7 U.S.C. 341-346, 347a, 348, 349); section 22 of the Act of June 29, 1935 (49 Stat. 436; 7 U.S.C. 329); the Act of March 4, 1940 (54 Stat. 39; 7 U.S.C. 331); and the Agricultural Marketing Act of 1946 (60 Stat. 1087; 7 U.S.C. 1621-1629), the Federal City College authorized by this Act shall be considered to be a college established for the benefit of agriculture and the mechanic arts in accordance with the provisions of the Act of July 2, 1862 (12 Stat. 503; 7 U.S.C. 301-305, 307, 308), and the term "State" as used in the aforementioned laws or provisions of laws shall include the District of Columbia.

SEC. 402. (a) Section 22 of the Act of June 29, 1935 (49 Stat. 436; 7 U.S.C. 329), as amended, is amended by striking out "\$7,650,000" and inserting in lieu thereof "\$7,800,000", and by striking out "\$4,300,000" and inserting in lieu thereof "\$4,320,000".

(b) In lieu of extending to the District of Columbia those provisions of the Act of July 2, 1862 (12 Stat. 503; 7 U.S.C. 301-305, 307, 308), relating to donations of public lands or land scrip for the endowment and maintenance of colleges for the benefit of agriculture and the mechanic arts, there is authorized to be appropriated to the District of Columbia the sum of \$7,241,706. Amounts appropriated under this subsection shall be held and considered to have been granted to the District of Columbia subject to those provisions of that Act applicable to the proceeds from the sale of land or land scrip.

SEC. 403. There are hereby authorized to be appropriated such sums as may be necessary to extend the provisions of the Act of May 8, 1914 (38 Stat. 372; 7 U.S.C. 341-346, 347a, 348, 349), to the District of Columbia. Sums so appropriated shall be in addition to and not in substitution for, sums otherwise appropriated under such Act, or otherwise appropriated for agricultural extension work. Four per centum of the sums so appropriated for such fiscal year shall be allotted to the Federal Extension Service, Department of Agriculture, for administrative, technical, and other services of the Department in carrying out the purposes of this section. The District of Columbia shall not be required to offset allotments authorized under this section.

SEC. 404. The enactment of this title, shall, as respects the District of Columbia, be deemed to satisfy any requirement of State consent contained in any of the laws or provisions of law referred to in this title.

SEC. 405. Except with respect to the provisions relating to the extension of the Act of May 8, 1914 (38 Stat. 372; 7 U.S.C. 341-346, 347, 348, 349), to the District of Columbia, this title shall be effective with respect to appropriations with respect to fiscal years beginning after June 30, 1968. In the case of the provisions of the Act of May 8, 1914, so extended, such provisions shall take effect upon the date appropriations are made available for the purpose of carrying out such extension.

STAFF MEMORANDUM—HEARING ON H.R. 15280 (NELSEN, HORTON, O'KONSKI, MATHIAS); H.R. 15886 (GUDE), AND S. 1999 (MORSE)—IDENTICAL BILLS TO AMEND THE DISTRICT OF COLUMBIA PUBLIC EDUCATION ACT

Purpose of Bill.—To amend D.C. Public Education Act (P.L. 89-791, approved Nov. 7, 1966, 80 Stat. 1426, D.C. Code, title 31, sec. 1601, which established the Federal City College and the Washington Technical Institute) to qualify the Federal City College as a land-grant college.

Provisions of Bill.—The Federal City College would:

(1) Qualify for a \$50,000 annual grant (under the Morrill Acts of 1862 and 1890) to be used for instruction in agriculture and mechanic arts, home economics, youth and community development, etc. The term "State" in these Acts is amended to include the District of Columbia. (Sec. 401)

(2) Qualify for fund allotments for research, investigation and experimentation in marketing, consumer education, food handling, etc., under the Agricultural Marketing Act of 1946. (Sec. 401)

(3) Participate in a total of \$170,000 annual grant (under the Baukhead-Jones Act of 1935) providing for agricultural research, extension work and increased support for land-grant colleges. (Sec. 402(a))

(4) Receive authorization for a capital grant of \$7,241,706 (in lieu of public land grants or land-scrip provided in the 1862 Morrill Act for the States),

to be an endowment to be invested in bonds and the income used for support of the college's mechanic arts and agricultural programs. (See 402(b))

(5) *Participate in cooperative extension service, including home economics and 4-H programs* of the Department of Agriculture (by extending the Smith-Lever Act of 1914), without requiring the District to match the Federal allotments on a 50-50 basis. It is estimated the District will receive \$100,000 to \$700,000 under these programs. (Sec. 403)

(6) In addition to providing basic, enabling legislation for the college to qualify under the land-grant programs indicated, the bill includes for the District of Columbia acceptance of the terms and conditions thereof. (Sec. 404)

(7) Effective date. (Sec. 405)

Mr. SISK. I understand that my colleagues, Mr. Nelsen, and I believe Mr. Horton, also, have some brief statements they would like to make. So Mr. Nelsen, one of the authors of the bill, if you have a statement, you may proceed.

STATEMENT OF HON. ANCHER NELSEN, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF MINNESOTA

Mr. NELSEN. Yes, Mr. Chairman. I will submit the statement for the record, but I am also advised that Congressman Zwach, who is in attendance, has an equal interest in this bill. His original pride for the technical school to be set up as a land-grant college. However, we do find that because of provisions of Law, the Washington Technical Institute did not qualify, whereas the Liberal Arts College, or the Federal City College, can so qualify. It is my understanding that there is an agreement between the two schools that they will share in the funds if this bill passes, and I want to make that a part of the record so that it is well established that the Washington Technical Institute will qualify and will receive some of the funds. And it is my understanding that the hearing will further develop this thought.

I hope, Mr. Chairman that this is agreeable with the Committee. I have a conflict; I have another committee that is sitting right now in Executive Session. I will leave my statement for the record and I hope the members of the Committee will further document the understanding of agreement between the two schools relative to the use of the funds.

Mr. SISK. Without objection the full statement of the gentleman from Minnesota will be made a part of the record.

Mr. NELSEN. Mr. Chairman, on February 8, 1968 I introduced H.R. 15280, which would amend the District of Columbia Public Education Act in order to name the Federal City College as the land-grant college for the District of Columbia. Co-sponsoring the bill with me are our colleagues, Congressman Mathias, O'Konski and Horton.

The District of Columbia is the last remaining area in our Nation without the services of a land-grant college. This legislation would provide educational opportunities for citizens of the District to study for careers in community services and to receive the benefits of cooperative extension programs.

The bill will qualify the Federal City College for: (1) Morrill Act funds of \$50,000 and Bankhead-Jones Act funds of \$170,000 annually for college instruction in mechanical arts, home economics, 4-H youth development programs and environmental sciences; (2) Smith-Lever funds to develop cooperative extension services in home economics and 4-H programs for people in the District. Funding would be deter-

mined by the Department of Agriculture based on kinds of programs that can be carried out in the District; (3) Agricultural Marketing Act for consumer education (funds are granted by USDA only on request); and (4) a capital grant of \$7,141,706 as an endowment, in lieu of land as originally granted to the 50 state land-grant colleges. This endowment is to be invested in government, state and city bonds. The interest is to be used for college instruction programs similar to programs in our state land-grant colleges.

Initially, it was my intent to designate the Washington Technical Institute as the D.C. Land-Grant College, principally because of my longtime personal interest in developing the Institute. However, my research indicates that to designate the 2-year Technical Institute would run contrary to the long-established public policy of designating 4-year institutions as land-grant recipients. The Federal City College qualifies in this respect.

Nonetheless, it is my firm understanding that the Board of Higher Education for the Federal City College intends to enter into a memorandum of agreement with the Board of the Washington Technical Institute which would delegate to the Institute course work and funds to carry out certain land-grant programs. It would be my intent, with your support, to see that this is done and is reflected in the history and report of this legislation.

The Senate passed similar legislation (S. 1999) on December 6, 1967. The Department of Health, Education, and Welfare, the Department of Agriculture, the Government of the District of Columbia, and the Bureau of the Budget, recommend this legislation for the citizens of the District.

Therefore, Mr. Chairman, I urge the Subcommittee to give this bill every positive consideration in the hope that we may see enactment before the termination of this session.

Mr. SISK. The gentleman from New York, Mr. Horton, I believe has a statement he wanted to make.

Mr. HORTON. Yes, Mr. Chairman.

I thank you for the opportunity to speak on this bill, and I, too, will make my statement as part of the record in order to conserve time.

Mr. SISK. Without objection, the statement will be made a part of the record.

STATEMENT OF HON. FRANK HORTON, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF NEW YORK

Mr. HORTON. Mr. Chairman, I was pleased to co-sponsor the bill now under consideration, H.R. 15280, along with our colleagues, Congressmen Nelsen, Mathias and O'Konski; and I am gratified that this Subcommittee has undertaken the first step toward enactment, hopefully, of this very desirable legislation.

H.R. 15280 would enable the Federal City College to be the District of Columbia recipient of the various benefits of the land-grant college acts in the same manner as the land-grant colleges of all the fifty States and the Commonwealth of Puerto Rico.

As we all know, the first land-grant benefits were enacted more than a century ago when this nation was largely rural. We had to tame and cultivate a wilderness. At that time, Congress passed legislation to

encourage centers of learning to explore the mysteries of agriculture. The Morrill Act of 1862 was the beginning. We need only look to the results of that farsighted effort to make a judgment as to whether our Congressional predecessors were correct or not. Our farm expertise, production, and organization is far superior to that of any other nation in the world.

But now, 100 years later, seventy percent of our nation's population live in urban areas like Washington, Chicago, or Rochester, N.Y. As is obvious even to the most myopic among us, the problems of these heavily impacted urban areas are staggering. But just as our institutions of learning changed the future of our farms, certainly these same academic sources can help change the future of our cities. This bill is a step in that direction.

The land-grant college program has worked magnificently well throughout the nation since its inception. Is there any valid reason why programs and facilities now available to our rural areas cannot be tailored to our cities, especially in this time of urban crisis?

Under H.R. 15280, the Federal City College would:

(1) Qualify under the Morrill Act of 1890 for a \$50,000 annual grant to be used for instruction in mechanical arts, home economics, youth and community development and environmental sciences, including instructor training, under the grant program administered by the Department of Health, Education, and Welfare;

(2) Participate under the Bankhead-Jones Act of 1935 with the fifty States and Puerto Rico in further grants made available annually through HEW for the support of land-grant colleges. The Federal City College would receive an equal share of an annual national grant of \$7.8 million, or \$150,000 and, on a population basis, a share of a further national grant of \$4.3 million, or \$20,000—for a total of \$170,000 to support such instruction. However, to prevent the dilution of the present entitlement of the fifty States and Puerto Rico to endowment and support funds, Section 402 of the bill authorizes additional appropriations for this purpose of \$170,000 to take care of the District of Columbia;

(3) Participate under the Smith-Lever Act in the Federal Extension Service program administered by the Department of Agriculture through the land-grant colleges by developing cooperative extension services including home economics and 4-H youth programs to people not residents in the college. Section 403 of the bill authorizes additional appropriations to extend the provisions of the extension program to the people of the District of Columbia through the Federal City College;

(4) Qualify under the Agricultural Marketing Act for Department of Agriculture fund allotments for research, investigation, and experimentation in marketing, consumer education, food handling and packaging and related areas;

(5) Receive, through the District government, a capital grant of \$7,241,706 as an endowment to be invested in bonds, the income to be used for support of the mechanical arts and agricultural programs of the college. The principal would be unimpaired, and if diminished would have to be restored by their District of Columbia. This grant is in lieu of the land grants made to other colleges in earlier years under the first Morrill Act of 1862.

Mr. Chairman and members of the Subcommittee, I urge that this vital legislation be given every positive consideration. Our cities are in a state of crisis and, though this bill provides no panacea or even a large part of the answer to the problems of this city of 800,000 people—a population larger than 8 States—at least it is a step in the right direction. Thank you.

Mr. ZWACH. Mr. Chairman.

Mr. SISK. Yes, sir.

Mr. ZWACH. Mr. Chairman, I also have a statement I would like to submit for the record. And I would just like to state that I have been long interested in 4-H extension work for the District. I introduced the original bill, and I want to give it my full and entire support.

Mr. SISK. Thank you, Mr. Zwach. And without objection, your statement will be made a part of the record.

STATEMENT OF HON. JOHN M. ZWACH, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF MINNESOTA

Mr. ZWACH. Mr. Chairman, H.R. 15280 designates that the Federal City College become the land grant college for the District of Columbia, by amending the District of Columbia Education Act. It also bestows certain stipulated sums under previous authorization and appropriation laws relating to land grant institutions as it affects agriculture and mechanical arts instruction. The passage of this Act will provide a degree of permanency and balance to this new College that should be greatly beneficial. It also emphasizes the role of the College in carrying out the agricultural extension program for the District of Columbia. Besides the 4-H work and the Home Economics programs that we ordinarily associate with Agricultural Extension, the authority granted to a land grant institution will also allow for courses of study to be undertaken that will have a particular value in training for the unique problems in our Nation's Capital.

As you know, I introduced a bill H.R. 10680 last June in order to bring the benefits of extension services to Washington, D.C., feeling that this great program which has been so helpful in building character and family solidarity, should be launched here. This bill, I feel, would have provided an immediacy to working on this problem, that the present bill will not be able to do. It provided more funds than does H.R. 15280, and it carried a five year termination date so that Congress could review and re-assess the merits of this program within the District. However, the bill we have before us does provide a more lasting framework and foundation for a slower but more permanent growth of the institution and of the programs authorized in the course of study.

Because of the urgency for providing some helpful solutions to the pressing problems in Washington, I felt that less than an all-out effort would not be wise at this time. There is a large group of trained 4-H leaders and workers who have experience in many of our larger cities in the several states from which we felt we could draw, along with a large number of interested citizens in the District, and thus have a broad operating program by this summer. It may be possible that a supplemental short term appropriation following the passage of this bill could still be effective this year.

As you all know, the extension program is a "cooperative" one, shared in by individuals, counties, states and the Federal government. To be truly successful, we should not deny this right of cooperation from the District. This will mean involvement in the planning, and in financing this program at all levels. However, until some further degree of progress has been made toward self-sufficiency and responsibility has been made in the District, I believe that we should not force the District of Columbia at this time to make their rightful financial contribution. However, this must be a goal to be reached if this program is to be a truly "District of Columbia Extension Program."

I do support the passage of H.R. 15280 immediately and urge my colleagues to regard this program favorably.

Mr. SISK. Mr. Gude, Mr. Nelson has already made a brief statement and his full statement has been made a part of the record; so has Mr. Horton and Mr. Zwach, who just concluded his statement. Do you have any statement that you would like to make before we hear from the witnesses?

Mr. GUDE. No; not at this time.

Mr. SISK. All right. The Committee has with it this morning Dr. Frank Farner, President of the Federal City College, and Dr. Eugene Wiegman, Director of the College Extension Service. If you two gentlemen would come up to the witness stand, the Committee will be glad to hear from you; whichever one of you would like, speak first. We will leave that choice up to you. I believe we have a statement, written statement, here from you, Dr. Farner; so if you want to, proceed with it.

And I might say, you might summarize this or you can read it in its entirety. In either case, without objection the full statement of Dr. Farner, the President of the Federal City College, will be made a part of the record. This is a combined statement by you, Dr. Farner, and Dr. Wiegman?

Dr. FARNER. Yes.

Mr. SISK. You gentlemen may proceed in whatever way you wish. As I said, you can read the statement in its entirety or summarize it, whichever you prefer.

STATEMENT OF DR. FRANK FARNER, PRESIDENT, FEDERAL CITY COLLEGE, AND DR. EUGENE WIEGMAN, DIRECTOR OF EXTENSION, FEDERAL CITY COLLEGE, ACCOMPANIED BY CHARLES A. HORSKY, ESQ., PRESIDENT, BOARD OF HIGHER EDUCATION OF THE DISTRICT OF COLUMBIA

Dr. FARNER. Thank you, very much. We appreciate the chance to testify. Since the members of the subcommittee have taken the pains to reduce their time, I think I will try to summarize the first several pages which deal with the intent of the Act and the matter of extending into the District of Columbia the land-grant concept, and move right over our third page which addresses the questions of why a land-grant college in the District of Columbia. And it explains the types of programs which are succeeding elsewhere in urban America and how they could be helpful to the urban setting here in Washington; and then move directly to the issue that was mentioned earlier,

and that is the involvement of the two colleges and for that matter really other institutions which have strengths in this area.

There are some strengths in the private sector institutions here in Washington that could be of great help. So let me read the testimony, if I may, beginning on page 6. This deals with our Memorandum of Participation that we are developing with the Technical Institute:

Our sister institution, the Washington Technical Institute would benefit also by having the Federal City College named the land-grant college. The Federal College would enter into a Memorandum of Participation with the Washington City Technical Institute, under which the Washington Technical Institute would assume certain academic instruction and extension services in vocational and technical education. This would assure minimum duplication of instruction at the two public institutions. The Washington Technical Institute would be involved heavily in instruction in engineering and the mechanical arts. Other institutions could also be asked to participate in programs in which they have special strengths to contribute.

In conclusion, it is our belief that the Federal City College is suited for the task at hand. Land-grant colleges, such as the Federal City College will become upon passage of these bills, were established to serve *all* the people, not just the privileged few who could afford an education. We like to think of ourselves as the College without walls—a place to provide education of excellence within, not shut away from the city. We see the city as our campus, and the passage of H.R. 15280 and S. 1999 will make this vision a reality.

Dr. Wiegman is the technical expert on the adaptation of the land grant principle to a college, and I am prepared to talk on the topic of the Memorandum of Participation, and any other matters for that matter.

Mr. SISK. Dr. Wiegman, would you like to make a statement in addition, or make any comments?

Dr. WIEGMAN. Mr. Chairman, President Farner has covered the concept of land grant colleges. I should like to reiterate that the coming of the land-grant college into the urban areas will help carry out the spirit of the land-grant colleges that we know throughout the country. We believe it is just a matter of our being able to staff up quickly to carry out this legislation.

I would be glad to answer any questions.

Mr. SISK. Thank you.

The gentleman from New York, do you have any questions?

Mr. HORTON. Well, the gentleman made some comment with regard to use of these facilities for other educational institutions in the District. This is your proposal and you do anticipate doing this?

Dr. FARNER. That is right, sir. We intend and hope—I do not know exactly the details of how it is done, but I hope the kind of language that I just used in this testimony can be a part of the history as an indication of our desire to spread this function over the strengths of the Technical Institute and other colleges if we find that they have strengths useful for this.

Mr. HORTON. The bill that is before us would not need to have any additional language to accomplish this purpose; is that correct?

Dr. FARNER. I do not believe so, sir.

Dr. WIEGMAN. Mr. Horton, the general procedure throughout the 50 states where we have land-grant colleges is that one college is named the land-grant college, and that this college then shares with the other colleges in the state many of the land-grant functions through a Memorandum of Understanding. Therefore, being consistent with

what the other states have done, the right thing to do in this case would be to name one institution which would then develop a Memorandum of Understanding with other institutions in a given place to carry out the responsibilities. Therefore, it would not be necessary, in our opinion, to amend or to add any other language in that we are more than willing to submit for the record and for the legislative history this intent.

Mr. HORTON. Very fine. Thank you, Mr. Chairman.

Dr. FARNER. Mr. Chairman, I might add, I should have done it before, that Mr. Horsky, the Chairman of the Board of Higher Education, is here also who could answer some of these points as well.

Mr. SISK. Does the gentleman from Maryland, Mr. Gude, have any questions.

Mr. GUDE. No. I would only like to say, being very familiar with the land-grant institution in the State of Maryland and having seen some of the land-grant college services evolve into very valuable services for people in suburbanized areas, I can see great merit in having such an institution in the District of Columbia. I am happy that this bill is moving forward.

Thank you, Mr. Chairman.

Mr. SISK. Mr. Zwach.

Mr. ZWACH. Mr. Chairman, while this has been traditionally a rural program, it has been tailored to our urban areas and is doing a wonderful job in Chicago, Philadelphia, Hartford, New Haven, Connecticut; in Kansas City; Canton and Warren, Ohio; Manchester, New Hampshire; Camden, New Jersey; Buffalo, New York; Flint, Kalamazoo, Grand Rapids and Lansing Michigan; and Providence, Rhode Island. The use of these programs for modern development of our people has been adjusted very splendidly to the need of urban areas, and I believe that such programs would be very, very helpful in the City of Washington. After all, the land-grant programs were created to help people, and who need help more than the poverty-stricken in our cities.

Mr. SISK. Thank you, Mr. Zwach.

For purposes of the record, I think we ought to establish, Dr. Farner, the precedents involved here, because actually now what you will be doing in lieu of land grants, which, of course, going back to the original Act—and by the way, I just had called to my attention early this morning that we had a precedent here going back to 1836, I think. The old Columbia College—I believe it was called Columbia College at that time, now George Washington—received some land, and that was prior, of course, to the Morrill Act, some 26 years before that Act.

What I want to get at, though, actually what you will be doing here, you will be receiving cash in lieu of lands in essence, and I just wanted for the record will you comment on the precedents here? It is similar to the situation a decade or so ago when Hawaii was admitted as a state and there was no land available so that arrangements for in lieu cash payment were arranged.

Dr. WIEGMAN. Mr. Chairman, it is an endowment; the money must be invested in safe securities and the receipts or dividends are used for instructional purposes.

Mr. SISK. In other words, what I want to do is just establish for the record that we do have precedent for it to be a cash grant in

lieu of lands because as you say there are no lands available in this case. And I think we do have—as you say, the 1960 Omnibus Act for Hawaii did make this provision, and so it is of record.

I understand that the amount of funds that are expected to be authorized then by the provisions of this bill would be something over \$7 million, right, on your original grant?

Dr. WIEGMAN. This would be the Morrill Act endowment, \$7 million.

Mr. SISK. In addition to that then you will become qualified for annual amounts in what sum now?

Dr. WIEGMAN. \$50,000 under the first Morrill Act, another \$170,000 under the Bankhead-Jones Act. Those are the only two sections under which we would get an annual appropriation.

Under the Smith-Lever Act we would have to work out yearly a memorandum with the Secretary of Agriculture to fund programs agreeable between the Department of Agriculture and the Federal City College in extension type programs. This sum could vary anywhere from a \$100,000 to \$700,000 a year, which would be charged to the Department of Agriculture appropriation budget.

(Subsequently, the following letter was received for the record, in clarification of participation under the Smith-Lever Act:)

FEDERAL CITY COLLEGE.
Washington, March 14, 1968.

Hon. B. F. SISK,
U.S. House of Representatives,
2242 Rayburn Building,
Washington, D.C.

DEAR CONGRESSMAN SISK: I would like to supplement my statement of Wednesday, March 13 on the Hearing of H.R. 15280 and S. 1999. The supplement relates to the Smith-Lever Act which authorizes and funds extension services at the Federal City College.

We wish to make it clear that the Department of Agriculture's appropriations for extension services in the District of Columbia will not constitute the entire cost but that the Federal City College will fund from its operating budget certain extension services.

The college is already expending funds for extension services, especially salaries for personnel and we intend that this procedure will continue even after receiving Smith-Lever funds for extension.

We do not want to leave the Committee with the opinion that the extension services will be funded entirely by the Department of Agriculture but that the Federal City College will, as do other land grant colleges, set aside funds to carry on extension programs in the District of Columbia.

Sincerely yours,

FRANK FARNER, *President.*

(See also letter from Federal City College at p. 38.)

Mr. SISK. One other question that unfortunately I should have the answer to but I have not had an opportunity to look into thoroughly enough—which goes to the matter that I know Mr. Zwach was very concerned about and the one that was brought out here by Mr. Nelsen—and that is this cooperative effort whereby certain of these funds you expect to share with the Washington Technical Institute. Are there any legal problems in connection with that? I am not opposed to this sharing of funds, but I am curious to know to what extent this has been studied in connection with making the Federal City College a land-grant college, to what extent is that also going to qualify the Washington Technical Institute which is, after all, a separate institution, to share in these funds. Will they be sharing in the capital grant?

Dr. WIEGMAN. Yes, sir.

Mr. SISK. To what extent?

Dr. WIEGMAN. Well, Mr. Chairman, once again we have precedent to fall back on. This is commonly done in numerous states around the Union where the land grant college does enter into some kind of agreement with other institutions of higher learning. I am thinking, for example, of New York, where Cornell University, a land grant college, does have programs with its sister institutions in the state. I see no legal barrier as far as the Morrill Act is concerned to do this. As a matter of fact, we have the precedents.

As far as our own particular act (P.L. 89-791) is concerned which created the two institutions, I see no problem. Maybe Mr. Horsky would like to comment to that to see if there is any kind of legal problem.

Mr. SISK. Actually I wanted to clear this up. It is my understanding that originally the original legislation as introduced in the Senate provided that the Washington Technical Institute would be a land grant college.

Dr. WIEGMAN. Right.

Mr. SISK. Now, then, of course, since that time we have this change here in S. 1999 by the Senate. As I understood from the statement made by Mr. Nelsen, it was found that the Washington Technical Institute could not qualify. I was curious about why the legislation was changed to substitute the Federal City College as a beneficiary of the land grant program. For example, why does the Technical Institute not qualify? Why did it not qualify?

Dr. WIEGMAN. Well, going back to the original Morrill Act of 1862, it mentions in the Act that the college should have a broad Liberal Arts base, because in addition to the technical courses they emphasized continually that person should have a liberal education. This is mentioned in the Morrill Act several times. The Federal City College is the college created by Congress to be a Liberal Arts College in Washington, D.C. It is a four-year institution with graduate programs which we find at all of our land grant colleges. It has the kind of broad base that would allow us to carry out the spirit of the Morrill Act. It would also allow us to enter into kinds of agreements with the Department of Agriculture that only a four-year institution with possibly graduate programs and extension could do. It is just the vehicle that can best carry out the spirit of the Morrill Act.

Mr. SISK. Well, that is fine, Dr. Wiegman. Now, getting back to my original question, because I am sure you gentlemen have studied this, does the present proposed legislation, H.R. 15280, H.R. 15886, and S. 1999, provide ample authority for the sharing of funds by the Federal City College with the Technical Institute. Are you certain of that in your own mind?

Dr. WIEGMAN. We are. Mr. Chairman, we are certain that the history of the Morrill Act, the tradition that has been developed in the 50 States and the kind of assurance that we have given here in the legislative history would be the kind of assurance that the Congress would need, and the kind of assurance that would allow us to cooperate with the Washington Technical Institute and other institutions to enter into yearly a Memorandum of Understanding.

Mr. SISK. You would advance through a Memorandum of Understanding to the Technical Institute?

Dr. WIEGMAN. Yes, sir.

Mr. SISK. Dr. Horsky, this may be somewhat out of order, but I would just like to have your comments on this. It is my understanding you are President of the Board of Higher Education of the District of Columbia established under P.L. 89-791. Now I am sure you have made some study of this situation and of course your Board in a sense is going to be controlling here. Are you satisfied that the language in the present legislation has ample provision to make this possible so there would be no legal barriers or no questions raised if subsequently court action were taken?

Mr. HORSKY. On that question, Mr. Chairman, I have no doubt whatever; there is no question about the fact that there is ample authority to enter into the cooperative programs at the Washington Technical Institute which Dr. Farner has mentioned.

I should, perhaps, add by way of further satisfying you and Mr. Nelson as to the procedures of the boards of the two schools. The Board of Higher Education for the College, and the Board of Vocational Education for the Institute, have themselves met in cooperative meetings and are determined that this kind of cooperative arrangement under the land grant procedures will be worked out. The Boards are thoroughly in accord with Dr. Farner's intention to use to the limit the facilities of the Institute wherever they are appropriate for carrying out the purpose of this legislation and we will do so.

Mr. SISK. Thank you, Dr. Horsky. We have some other members who have come in. And if you want to remain, Dr. Horsky, it might be that there will be a few more questions. My colleague from New Mexico, Mr. Walker, do you have any questions?

I might say we have Dr. Farner, who is President of the Federal City College, Dr. Wiegman and Mr. Horsky.

Mr. WALKER. I have no questions at this time, Mr. Chairman.

Mr. SISK. The gentleman from Ohio—before we dismiss these witnesses who, I think, we have pretty well completed, does the gentleman from Ohio have any questions?

Mr. HARSHA. I have a number of them. I want to review them first. They may have answered some of them. I will wait.

Mr. SISK. Well, we would hope to conclude this hearing this morning. This is the point I might say to my good friend.

Mr. HARSHA. What is the rush?

Mr. SISK. Well, I think there is rush, there is some desire to go ahead and move the legislation. And I am not trying to rush my good friend. I realize he got here a bit late. Their statements are before you and we would like to go ahead, if there are questions to be asked. I was expecting to dismiss these witnesses and we would not expect to have them back before us again. Of course, if there are other witnesses, we will continue this for whatever period of time we need. That is what I had in mind.

Mr. WALKER. Chairman, while we are waiting, before I arrived, was anyone asked the question, or has anything been said about what I saw in the paper, namely that the Federal City College would select students for admission by lottery. Has this been touched on?

Mr. SISK. Well, I might say to my friend from New Mexico we had not gone into any of the general questions regarding the Institution and the setup of the Institution. We had so far concentrated on this matter of the financing, that new financing would be made available

in making the Federal City College a land-grant college which, of course, would then qualify them for the so-called cash in lieu of land-grants since there are not lands available and would make available to the Federal City College a capital grant of initially \$7,241,706, as I understand it, plus it would qualify them for annual grants in amounts of, say, \$50,000 under the Morrill Acts and then I believe under the Bankhead-Jones Act \$170,000. Is that approximately right, Dr. Farner?

Dr. FARNER. Yes.

Mr. SISK. I think Mr. Walker's point is of interest because we are all concerned with how you are proceeding, and we have all read headlines as to the great number of applications that you have, recognizing that probably you do not have the capacity for 5,000 students to start with, or whatever amount the most recent amount is. You might proceed to ask your question. I think it might be helpful.

Mr. WALKER. I was just curious as to whether you have formalized any specific method whereby you intend to select the students to be admitted from the applicants.

Mr. HORSKY. Let me interject just a moment, sir, and then I will turn it to Dr. Farner. The Board of Higher Education at its last meeting tentatively approved a limitation of the number of students to less than all that had applied for reasons which Dr. Farner will explain, and a tentative approval of a method of choosing the ones from the applicants. We are meeting again tomorrow for further consideration of these two questions and hopefully a final decision on it. We have a procedure by which no action of the Board is taken finally at a meeting. We take it tentatively and then allow opportunity for further hearing, further community reaction, further cogitation until the next meeting when we take the final action, sort of a first reading proposition. I think on the substance of it with that statement to you of where it stands I would ask Dr. Farner to explain what our problem was and what the tentative answers that we have arrived at are.

Mr. WALKER. I might add at this point that I am not advising any opposition for or against it.

Mr. HORSKY. You are curious.

Mr. WALKER. I am curious for that information.

Mr. HORSKY. I am glad you are.

Dr. FARNER. The original enrollment estimates prepared quite some time before I came, before we really got going, called 1300 students to attend the college the first year, and this was the basis on which we were planning. We also expected not all the students who sent in an application for admission to necessarily want to come to us only. So that as we moved our number of applications moved up from 1,000 to 2,000 to even 2,600 or so. When most colleges only realize about 50 percent of registration against the number of applications we seemed all right against the enrollment of 1,300. But then in the final three weeks before a deadline we had established of 15 February over 2500 additional applications reached us.

And secondly, we got evidence from interviews and questionnaires with some of the applicants that many more than is normal had applied only to us, or were virtually certain to come, so that with these two factors operating together we shot up to over 5,282 applications

by the deadline. And an indication that rather than 40 or 50 percent of the applicants actually registering in the fall we might expect 70 to 80 percent even.

This, then, faced us with the proposition of having as many as 4800 students, or 4500 students wishing to attend when we had been planning and doing our faculty recruiting and our renovation of temporary facilities and so on on the basis of 1300 which we always knew we could go a little above.

So at its last meeting, the Board in addition to the two actions which Mr. Horsky mentioned, that is, saying that 2400 students was as many as we could recruit faculty for since we are right in the heart or a little bit past the peak of the faculty recruiting zone now even, and since there is a six-month lag or so on the renovation of facilities we are renovating will peak out on capacity at something around 2400, that we have chosen that figure—I cannot defend that figure over 2300 or 2500 really, but—and in addition to that, that we would explore with the District government the procedures for amending our 1969 budget to allow us to handle 2400 students rather than 1300. It is not a direct proportional increase because some of the money for the lower enrollment was in the form of planning and crankup money to get us started. So although we are nearly doubling the number of students we are not in any sense nearly doubling the budget—now we are faced with the problem of how to select those students who will get the first offers of admission.

First of all, before I go into that side of it, I would like to allay some fears that the number 2400 sounds a great deal lower than the number, say, 5,280, but some 20 percent of the students who have applied would not accept an offer even if tendered.

Secondly, there are some students in the large group who desire educational programs that are the strengths of the Institution so as we do the pre-registration counseling and admission work with these students, some of them will, I think, elect to apply to the Institution rather than to us.

Thirdly, the parttime-fulltime question is a difficult one for us to determine. We have interviewed many of our students. They say they want to be fulltime but then they also say that they wish to work quite extensively, so it could be that not all of the students will be fulltime which will open up other opportunities for students on a fulltime equivalency basis to fill those positions.

Then, last, we will have a certain amount of attrition in the student body during the three quarters of the academic year, and we intend to fill back up to the original 2400 on those basis which are not used by those students who do not continue after the first quarter.

So that all-in-all, we think that we will be able, with 2400 spaces, to offer admission to just under 90 percent of the applicants, but they would not all be able to be offered admission. Some of them might be asked to start in January instead of this fall.

So that now the question is how to determine who gets first shot.

We want very much for our student body, the first year, to be representative of the student body in subsequent years, because we are doing a considerable amount of curriculum experimentation. Our faculty recruiting and faculty evaluation is based on teaching rather than a research function with a student body that will have a very wide variety

of readiness for college. So, therefore, we do not wish to use methods of selecting the students that will cause the student body to be sharply, say, stronger students or weaker students or older students or younger students or male or female or veterans or nonveterans or any of the other factors that we might have used to do the selection.

So we really boiled it down to only two possibilities: One, chronological date of receipt of application which we do have on record, or a random process to assure the most representative sample of the total application group.

We had to reject the chronological factor for several reasons. Much of this application traffic resulted from a series of visits which I paid to the high schools of the District telling the students about the college and explaining the program. But I did not do those all on the same day, of course, so that they were strung out over a period from the 10th of November to the 10th of January, but all but one of them was done before the Christmas holiday. But it would be very unfair to the one school where I did not go until after the Christmas holiday because there were more than 2400 applications by the time I went to that school as an example. So that for that reason and for the fact also in some of the schools the counselors held the applications of the students for several weeks, assembled, cleaned them up and then sent them in, that sort of changed the date really that these students had applied.

So we proposed then a random selection process where all students who applied before the deadline have an equal opportunity to be number one in the list. They also have an equal opportunity to be number 5,280, which happens to be the number of feet in a mile and we often think how long that line would be.

Now, we will use the number as a sequence, sequence number to all the students in for pre-registration and counseling. If we find that some of the students, for example, thought they were seniors in high school but turn out to be really only juniors they are not eligible to start next fall because they have not achieved high school graduation. So as we counsel along, then we will determine the eligibility of the student and determine whether or not he might have a better opportunity for the program he wants in another institution, and then continue to call them in in the order of this sequencing by random process.

Now, as Mr. Horsky said, the decision of the Board to approve this method is tentative and will be considered for its second reading as we say tomorrow at the Board meeting.

Mr. SISK. Well, thank you. I appreciate that explanation.

Mr. WALKER. I appreciate your statement Dr. Farner. I just want to make this observation, Mr. Chairman. I was a little concerned when I read about this method of selecting students, because I was hopeful that you would at least do some screening. Otherwise I think you will pass over many young people who are capable of doing college work. So I was just hopeful that you would at least do a certain amount of screening to avoid that.

I am not saying that I am against these young people who have not done so well in their high school days. I would like to see them, if possible, given an opportunity because we know by experience that many high school students who did not do so well in high school do well in college.

Dr. FARNER. Yes.

MR. WALKER. I do not mean for this to be a guideline or anything, but by the same token, I still would hate for your to pass over those who have the aptitude to do well.

Thank you, very much.

DR. FARNER. May I make a couple of comments on that point? We hate to turn anybody away. We hate to turn the ones who did not do well in high school away for the following reason, that if we turn them away, as the only public institution for the District of Columbia, they really have no place else to go. The stronger students can acquire scholarships and admission at other institutions. On the other hand, we certainly do not want to turn away all strong students deliberately and have a student less able than the total application group.

We are going to explore at our Board meeting tomorrow possibly measures of asking other institutions in this general metropolitan area to help by receiving some students solve this dilemma for us. We may be able to go out and actually ask some neighboring colleges to take some students from us on a tuition basis. We are exploring every possible way we can to make sure that nobody is turned away next year.

Now, one important statistic about our college, our application group that affects this is the fact that more than 60 percent of our applicants are not in high school now. This means some of them are out of high school several years. So to use their high school records, which might have been weak on the basis of a time, say, for years ago, when their motivation was much different, now they are attempting to either reduce their employment or drop their employment entirely and try to go to college, three or four years after high school, start college three or four years after high school, and this shows a great deal of motivation, and to use high school records on those students as a decider of whether they could or could not try would be difficult, I think.

MR. SISK. Very good. The gentleman from Ohio.

MR. HARSHA. I certainly appreciate your explanation because I shared the same misgivings about this lottery method that I think my colleague did. At least from the newspaper reports, it looked on the surface of it you would be preempting the fellow that had worked hard in high school so he could get in college——

DR. FARNER. That is right.

MR. HARSHA. —and showed outstanding ability. Certainly you must give some recognition to achievement in high school as you screen these people. I would assume, from your explanation, that academic ability will be taken into consideration.

I think it is also fair to say, is it not, that if you had a student body of average people, they probably do not learn as much as if you have it mixed or have some people in there with special skills or outstanding skills.

DR. FARNER. That is right.

MR. HARSHA. Because they provide incentive for the average student, is that not so?

DR. FARNER. That is true.

MR. HARSHA. If you get a little encouragement and leadership from seeing the student next to you doing something well, maybe you try a little harder. It gives you a better academic program overall, does it not?

Dr. FARNER. Yes, we agree. That is the reason we want this total spread of the application group.

Mr. HARSHA. Well, I appreciate your explanation, and I certainly feel much relieved.

Mr. HORSKY. Let me add only one thing that is perhaps implicit in what Dr. Farner has said but has not been made explicit. We do not anticipate allowing this to happen again. This was a gross misjudgment of the need for this school in this District, and our freshmen class next year will be adequately budgeted to take care of all applicants.

Dr. FARNER. When I first arrived, I raised the estimate from very low figures up to the 1300. There has been a massive underestimate, I think, over the years that the need for the two colleges has been studied of the potential student demand, and now we are really sort of proving that point in a sense.

Mr. SISK. All right. Did you have any further questions?

Mr. HARSHA. No.

Mr. SISK. Well, gentlemen, we appreciate very much your coming before the Committee this morning and your fine statement. I might say that so far as I know this concludes your testimony. However, I would hope, Dr. Farner, that you and Dr. Wiegman, and Mr. Horsky as far as that goes, would be prepared, maybe, to answer some questions. As I say, not all members of the subcommittee were here this morning. I might say, on the statement which has now been made a part of the record, of Dr. Farner and Dr. Wiegman submitted on pages three, four, five and six, I think they do set forth a very eloquent plea and a very good reason for making of this school and land-grant college. And, of course, we have precedents in all the states as we provided in the Hawaiian Act which has been mentioned, of course, the cash in lieu of land, but if there are further questions, why you gentlemen will be here in the city and available in the future if you are needed.

Mr. HORSKY. We will be available.

Mr. SISK. Yes, Dr. Wiegman.

Dr. WIEGMAN. Mr. Chairman, one final comment. We view the timing of this legislation as very important because now is the time to begin recruiting faculty and extension workers to help carry out the intent of this legislation. So any particular movement on this would be very much appreciated.

Mr. SISK. Well, I think it is understood that there was some urgency, at least you people felt that, and let me say this, that the Committee will hope to move along as expeditiously as possible. I think what we will probably try to do this morning, if possible, is to finish the testimony on it and then as soon as possible, the Committee will go into Executive Session and attempt to write up the bill or any changes, and I do not understand at least at the present time there has been any proposed amendments, but at least try to get the bill reported to the full Committee as soon as we can properly proceed. Thank you gentlemen.

Mr. HORSKY. Thank you.

Dr. FARNER. Thank you.

Mr. SISK. The complete statement of Dr. Farner and Dr. Wiegman will be included in the record at this point.

(The statement referred to follows:)

STATEMENT OF DR. FRANK FARMER, PRESIDENT, FEDERAL CITY COLLEGE AND
DR. EUGENE WIEGMAN, DIRECTOR OF EXTENSION, FEDERAL CITY COLLEGE

Mr. Chairman and members of the committee, thank you for inviting Dr. Eugene Wiegman and me to testify regarding the bills, HR 15280 and S. 1999, to "Amend the District of Columbia Education Act", the authorization to provide the District of Columbia with its own land grant institution. We wish also to thank this Committee for the wisdom it has shown in recommending the passage of PL 89-791, the law which created the Federal City College and the Washington Technical Institute. We are, at long last, able to provide the citizens of the District with public higher education so that they may better meet their own expectations and qualify for positions through which they can contribute more fully as citizens of this city and nation.

The Federal City College plans to open its doors to 2400 students this September, staffed by a faculty of 100, a student service staff of 53, and a small administrative staff. The college will be temporarily housed in the old Securities Exchange Commission Building at Second and "D" Streets, N.W., just a few blocks from here. The Washington Technical Institute is now housed at the old Bureau of Standards Building on Connecticut Avenue, N.W. The reception of these two institutions by the community; students, citizens, Commissioner Washington, the City Council and Congress is gratifying. We know we are needed and we will do our utmost to fulfill the great responsibility which we have assumed.

PLS9-791 states that the Federal City College is authorized by the Congress to offer a four year program in liberal arts and sciences acceptable toward a bachelor of arts degree, including courses in teacher education; a two-year program (i) which is acceptable for full credit toward a bachelor's degree or for a degree of associate in arts, and which may include courses in business education, secretarial training, and business administration, or (ii) in engineering, mathematics or the physical and biological sciences which is designed to prepare a student to work as a technician or at a semiprofessional level in engineering, sciences, or other technical fields which require the understanding and application of basic engineering, scientific, or mathematical principles or knowledge; educational programs of study as may be acceptable for a master's degree; and courses on an individual, noncredit basis to those desiring to further their education without seeking a degree.

The Washington Technical Institute is authorized to offer programs in vocational and technical education designed to fit individuals for useful employment in recognized occupations; and vocational and technical courses on an individual, noncredit basis.

WHY A LAND GRANT COLLEGE IN THE DISTRICT OF COLUMBIA?

The enabling legislation establishing the Federal City College and the Washington Technical Institute is broad in scope, but land grant college status for the Federal City College is needed for three important reasons:

1. Land grant college status would, through the Morrill Act and the Bankhead-Jones Act, provide the funds necessary to broaden the curriculum so that the Federal City College could offer expanded and strengthened programs of urban extension courses.

For example, programs of study could be offered in environmental science, dietetics, child care, home economics, horticulture and youth development to name a few. Programs of study already established could be broadened to offer additional course work in physical sciences to train, at least on the two year level, young people interested in careers in agriculture, horticulture, and forestry in cooperation with the National Arboretum. Land grant college status would permit an expansion of curriculum offerings in mathematics and engineering.

2. Land grant college status would provide the necessary funds to extend the college into the community in many of the same ways that land grant colleges are serving in your respective States. The Federal City College would be a center for the use of citizens, community organizations and Government. It would be the catalyst for discussions between specialists and lay citizens of community problems to help plan for further development of the city. Noncredit course, seminars, and workshops for interested citizens to help them upgrade their skills

and knowledges would be offered by the college. The Federal City College, as the land grant college, would reach out to the citizens of the District with family centered programs to assist homemakers with management skills, good house-keeping practices, buymanship, care and use of foods, clothing, household furnishing and equipment, child development and human relations. Programs would also assist husbands and youth in learning experiences in such areas as recreation, personal and public health and community services.

The Federal City College would replicate some of the successful 4-H youth development and summer camp programs that are now functioning in such cities as Rochester, Buffalo and Syracuse, New York; Indianapolis, Terre Haute and Gary, Indiana; New Haven, Connecticut; Philadelphia, Pennsylvania; Cleveland, Cincinnati and Canton, Ohio; Minneapolis, Minnesota; Los Angeles and San Francisco, California; El Paso, Texas, and Tucson and Phoenix, Arizona. Extension agents and their aides cooperating with the college would carry these programs to the family and to the neighborhood. We see, under land grant college status, the possibility of setting up several extension centers in the District to better service citizens and cooperate with the Government of the District in implementing public service programs.

3. Finally, land grant college status for the District would grant equality to the citizens of the District. The 50 States and Puerto Rico having land grant college status perform certain types of services for citizens in their States which govern land grant colleges. The population of the District of Columbia is larger than eleven States of the Union and the District is facing many of the same problems that land grant colleges are tackling. Land grant college status would allow the Federal City College to call freely upon the services and knowledges of other land grant colleges and to share achievements. Also land grant college status would bring a measure of prestige to the Federal City College. We have been informed that the land grant colleges of the 50 States wish us well.

MEMORANDUM OF PARTICIPATION WITH OTHER INSTITUTIONS OF HIGHER LEARNING

Our sister institution, the Washington Technical Institute would benefit also by having the Federal City College named the land grant college. The Federal City College would enter into a Memorandum of Participation with the Washington Technical Institute, under which the Washington Technical Institute would assume certain academic instruction and extension services in vocational and technical education. This would assure minimum duplication of instruction at the two public institutions. The Washington Technical Institute would be involved heavily in instruction in engineering and the mechanical arts. Other institutions could also be asked to participate in programs in which they have special strengths to contribute.

In conclusion, it is our belief that the Federal City College is suited for the task at hand. Land grant colleges, such as the Federal City College will become upon passage of these bills, were established to serve *all* the people, not just the privileged few who could afford an education. We like to think of ourselves as the College without walls—a place to provide education of excellence within, not shut away from the city. We see the city as our campus, and the passage of HR 15280 and S. 1999 will make this vision a reality.

Thank you.

Mr. HARSHA. One of these bills passed the other body, Mr. Chairman?

Mr. SISK. Yes, the bill, S. 1999, has passed the other body.

Mr. HARSHA. And is it in the same form as we have it?

Mr. SISK. Identical, as it passed. It was different as originally introduced there.

We have from the Department of Agriculture, Federal Extension Service, I believe, this morning, Dr. Lloyd H. Davis, Administrator, and Dr. Ralston, Deputy Administrator.

Dr. RALSTON. My name is Ralston.

Mr. SISK. All right, Dr. Ralston. Dr. Davis is not with you?

Dr. RALSTON. Dr. Davis will not be here this morning.

Mr. SISK. Very well, Dr. Ralston, do you have a prepared statement? If so, it will be made a part of the record and you can read it or proceed as you see fit.

**STATEMENT OF DR. N. P. RALSTON, DEPUTY ADMINISTRATOR,
FEDERAL EXTENSION SERVICE, DEPARTMENT OF AGRICULTURE**

Dr. RALSTON. Thank you, very much, sir. I would like to present the written statement for the record and very briefly summarize what we have in the statement, and then if there are questions I will be pleased to attempt to answer those.

I might say that the Department of Agriculture fully supports this amendment to the District of Columbia Public Education Act establishing the Federal City College and land-grant institution of higher learning.

Two parts of that amendment are of concern and interest to the Department of Agriculture because we have jurisdiction over two of these parts, namely, the Smith-Lever Act which authorizes the work by the cooperative extension service; and secondly, the Agricultural Marketing Act of 1967 which does not have nearly the scope and direction that the Smith-Lever Act does have to this particular piece of legislation.

I want merely to say that Secretary Freeman in a recent address at Fairleigh-Dickinson University stated I think rather clearly and succinctly his position, to quote:

Research and education are not enough. The city system should include an urban extension service, made up of trained men and women, who, like the county agent, carry the results of applied research to its actual users—the people who need help. The extension agents would serve in another major fashion. They would report the needs of the people back to local governments and to universities for research and action.

I think this is an extremely important relationship that we build between the people of an area and the university that is serving those people so that we have a good strong communications so they reflect their feelings back and forth, and I think provide much greater service for the people which the university is serving. The Smith-Lever Act, I think, you are familiar with. If there are questions on the Agricultural Marketing Act, I will be happy to answer questions on that.

I think Congressman Zwach indicated some of the scope of the cooperative extension work in some of the other urban areas of the country. Very frankly, we are just sort of scratching the surface. These are really developmental efforts in many of these cities that we are doing, but we are finding that the techniques and methods that we have used for many years can be adapted and are working in the real hard-core areas of America, of course urban cities, and we think it is a useful technique for helping these people move ahead.

Now just a word about the cooperating university.

I have already indicated that the university area needs to be very close to its people, and we think the Extension Service would be one way of helping to bridge this gap. We believe that the fact that the staff of the university, good staff of the university would lend a great deal of prestige to helping the people advance in the community. We could cite many instances where a professional person from a university has gone into a community and worked with a young person

or a family and this becomes really important to them and helps them move ahead. And so we would see that as an important aspect.

I would say, also, the fact that the Federal City College would become a land-grant university under this Act would provide an entree for them to associate more freely, and I say on a better basis with all the other land-grant institutions throughout the country. Conferences, programs seminars, and these kinds of things, of course, they would be heavily involved in, and I think this would help build the Federal City College as a university perhaps faster than it might otherwise.

So, I think there is a lot to be said for that kind of relationship.

I do not know that I need to spend very much time on what the Extension Service can do for the families in the District. I think this has been discussed from time to time. You have seen written testimony in other hearings in regard to this. But I again would just restate and say that we have enough experience—well, I would qualify that, not enough. We are learning. We will never have enough experience, but we are learning more and more how to be more effective in raising the levels and hopes and aspirations of people who have been bypassed and get them into the mainstream of our society and make them more productive. And I think that is basically what our Extension Service is concerned with in working with people.

The next several pages merely indicate some of the precise kinds of programs that we would be using in working with the Federal City College. The methodology that we have used I think will continue to improve. We have had some discussion with Federal City College. And over on page 14 we indicate that we would probably work with them like we do with all other land-grant universities in developing a memorandum of understanding which would rather clearly set forth the working relationships between the administration of that institution and the Department of Agriculture clearly spelling out responsibilities of each in carrying out the program. And as Dr. Wiegman indicated, the program is developed jointly so that we are completely planning and negotiating and continually working at changing programs and trying those which will be more effective, dropping those which are not, and this kind of thing as we move ahead.

Now, as to the cost of the program, I think, as you are aware, the bill merely states that the sums to be appropriated shall not be in substitution of what now is already being appropriated for the Smith-Lever Act but in addition, and that four persons of that would go to the Department for carrying out its administrative, technical and other services of the Department and the District of Columbia would not be required to offset allotments under this section, and this differs very much from all other universities that we are cooperating with under the Smith-Lever Act. All other universities written in the original Smith-Lever Act, as you know, requires offsetting funds in an equal amount. So in this particular bill provision is provided for total funds to be provided to the university to carry out this function of Smith-Lever Act.

Mr. HARSHA. Could I interrupt at this point?

Mr. SISK. Yes.

Mr. HARSHA. What is the reason for that, sir?

Dr. RALSTON. Well, I think the reasoning and logic behind it is—and maybe these gentlemen can answer it more effectively than I can, but most of the financial support for the District comes from Congress, whereas in the states we have state funds and their tax authorities and all of this so they ask that the state match whatever funds are appropriated.

As a matter of fact, in our Smith-Lever Act at the present time about 38 percent of our total funds are federal, about 42 percent is state, and about 20 percent is county, so you see we have a multiple financing arrangement in the original Smith-Lever Act which would be very much different I think than was felt could be handled effectively here in the District of Columbia.

Mr. HARSHA. Well, how much do you anticipate will be needed?

Dr. RALSTON. Well, I guess I really cannot answer this honestly until we sit down with the Federal City College to start to determine how much of a program and what kind of a program, when you get right down to specifics, we should try to conduct within the District of Columbia. But I think as Dr. Wiegman indicated, and as has been I think rather traditional of the Extension Service, we would think we ought to start with rather small funds and find our way and work through and let this grow dependent upon its success, and so forth, and report this back to appropriating bodies so they can determine the extent of the programs that should be carried on. As Dr. Wiegman indicated, somewhere between \$100,000 and \$7- or \$800,000 for this first year we might see as a figure that we could set about really having three kinds of staff: A staff who would administer the programs; then a specialist staff who would be part of the subsequent matter departments of the university probably, and then a field staff who would actually have offices in the District and become very much a part of those communities and neighborhoods that get access to those people.

Mr. HARSHA. Thank you.

Mr. SISK. Well, if I understand now, that—of course, the amount that might be available under the Smith-Lever Act would have to be a specific amount which is earmarked and appropriated by the appropriate committee of the Congress as approved by—for example, it would fall under the regular agricultural appropriation and be examined as an item.

Dr. RALSTON. Yes, sir; this is my understanding.

Mr. SISK. For example, Congressman Whitten of Mississippi is Chairman of the Appropriations Subcommittee; this would be a matter—it would have to be justified as an item in the budget.

Dr. RALSTON. Yes, sir.

Mr. SISK. Now, I might say, by the way, that the Appropriation subcommittees are now in session, are now holding hearings, are very busily engaged in what actually you asking for. I would assume that you must have a figure already; if not, at what point do you expect to have it, if you are going to have funds in fiscal year '69.

Dr. RALSTON. Well, sir, we do not have a figure because we do not know what would be the disposal of this legislation. As a matter of fact—

Mr. SISK. Well, I recognize that you do not have any legislative authority at the present time, but you know we have a habit around here that when the Administration submits a budget, it submits a budget contingent upon Congress passing certain authorizing acts. And sometimes in some of those acts, there are items as in the budget today that we have not even authorized, and I am doubtful that we are going to authorize, but they are still earmarked in the budget for a stipulated amount of funds. I am curious to know at what stage of the game you will ask for funds. Are you going to wait until, let us say, this becomes law? Hopefully we can go ahead soon and move this.

I am not trying to indicate that there is going to be substantial delay, but it seems to me that at some point we should have some pretty good figure in mind as to what you might be able to or expect to come up with.

Now, this estimate of \$100,000 to \$700,000 or \$800,000 of possible funds from the Smith-Lever Act is a pretty wide range.

Dr. RALSTON. Yes, sir.

Mr. SISK. I am not here trying to pin you to the wall.

Dr. RALSTON. Yes, sir, I would just have to say very honestly we have not worked out in detail. As a matter of fact, I am testifying before Mr. Whitten tomorrow afternoon as far as our Smith-Lever Act is concerned. So I think what we will really have to do is perhaps go back through the Department and contact that Committee again so that we are completely in the clear and everybody understands very forthrightly what it is all about.

I would hate at this point in time to really bring it up to the Committee without being more precise about the whole situation right now, and as a matter of fact, we would appreciate any suggestions you might have as to how we might—

Mr. SISK. Well, I appreciate the position you are in, Dr. Ralston. I am not trying to put you on the spot. You may proceed.

Dr. RALSTON. Well, I think the only concluding statement that I will make is that the Department of Agriculture believes that the citizens of the District of Columbia are entitled to the benefits of the Cooperative Extension Service and their programs, particularly 4-H and Home Economics work that are now enjoyed by the 50 states and the territories of Puerto Rico, Virgin Islands and Guam, and we believe that these programs can assist materially in providing much greater fulfillment for the people in the District.

We also believe that the Federal City College as the cooperating institution of higher learning should have the appropriate research and teaching activities to support an effective Cooperative Extension Service.

And let me just make a comment on this. One of the reasons why we would favor the Federal City College is because we believe over time they will be doing the kind of educational teaching and be entering into certain kinds of research work over time which would more directly support the kind of activities Extension will really have to do in the District for it to really be effective. Knowledge is no better than its research because, and this is why we feel this is important.

(The complete statement of Dr. Ralston follows:)

STATEMENT BY DR. N. P. RALSTON, DEPUTY ADMINISTRATOR, FEDERAL EXTENSION SERVICE, U.S. DEPARTMENT OF AGRICULTURE

Mr. Chairman and members of the committee, we wish to thank you for the opportunity to meet with this committee to present the U.S. Department of Agriculture's favorable views on H.R. 15280, a bill which amends the District of Columbia Public Education Act that establishes the Federal City College as a Land Grant institution of higher learning. The U.S. Department of Agriculture has jurisdiction over two parts of the amendment with reference to the Act of May 8, 1914 (38 Stat. 372; 7 U.S.C. 341-346, 347a, 348, 349) and the Agricultural Marketing Act of 1946 (60 Stat. 1087; 7 U.S.C. 1621-1629). The Smith-Lever Act has the greater application.

The bill would authorize the United States Department of Agriculture to make available to residents of the District of Columbia the Cooperative Extension Service's pool of professionally trained leaders for Extension, particularly in home economics, youth work, and in marketing.

The Department of Agriculture has long been one of the world's great institutions of research and education. It has worked cooperatively with numerous Federal agencies, State departments and agencies—specifically those of agriculture, the land-grant universities—and with private organizations, to help equip the best informed, best trained, and most productive agricultural clientele in history. Their proficiency has freed a major percentage of our workers to produce other goods and services that have benefited all people of this country and the world.

Secretary Freeman stated in a recent address, "The Rural Challenge to the Cities", at the 25th Anniversary of Fairleigh-Dickinson University, "Research and education are not enough. The city system should include an urban extension service, made up of trained men and women, who, like the county agent, carry the results of applied research to its actual users—the people who need help. The extension agents would serve in another major fashion. They would report the needs of the people back to local governments and to universities for research and action."

Smith-Lever Act

In the Smith-Lever Act of 1914, Congress established the Extension Service, which has been truly a cooperative organization in its mutually beneficial relationship with the States, the universities, and the public. Through its vast network of educational and informational services, the Department has made readily available to all citizens the findings in research (foods, diet and nutrition, marketing, etc.). The result has been that when emergencies have arisen—whether major national conflicts, the great drought of the 1930's, or the more recent advent of mechanization—the leadership and technological know-how of the Extension Service has modified the blow of what otherwise might have been disaster for large areas of the Nation.

Since World War II, the Extension Service, in response to the demands of the people, has been expanding its programs into urban areas. The following quote from the report of the House Appropriations Committee on the Fiscal Year 1968 Agriculture Appropriation Bill is illustrative of this trend: "In view of the many agencies of the Department and the entire Federal Government engaged in community development activities, the Committee feels that the additional funds can be used most effectively in programs which work directly with the youth of this Nation. The wholesome effect of 4-H Club activities has been so beneficial to rural youth that additional efforts to bring 4-H programs to young people in the congested and deprived urban areas of the United States would make an invaluable contribution to the moral, spiritual, and economic strength of this Nation."

Agricultural Marketing Act

The Agricultural Marketing Act of 1946 authorizes the promotion through research, studies, experimentation, and cooperation of a scientific approach to marketing, transportation, and distribution of agricultural products. Section 204(b) of that act authorizes the Department to make allotments to State departments of agriculture, State bureaus and departments of marketing, State agricultural experiment stations, and other appropriate State agencies for cooperative projects in marketing service and marketing research. Designating

the District of Columbia as a "State" for the purpose of this authority would permit allotments to appropriate agencies of the District of Columbia. Allotments under section 204(b) are required to be matched by non-Federal funds.

In addition to moneys available for allotment to States under Section 204(b), appropriations are also authorized for use by the Department of Agriculture in cooperating with State agencies and others, including persons or corporations engaged in the production, transportation, storage, processing, marketing, and distribution of agricultural products. As to this authority, the Department of Agriculture can presently cooperate with appropriate organizations in the District of Columbia.

Work in nonrural areas

Many cities have made effective use of the Cooperative Extension Service—especially 4-H youth development and Extension home economics programs. Extension-guided home counseling services and youth development programs have been initiated in recent months through Land-Grant universities to provide leadership in public housing projects in such cities as Providence, Rhode Island; Portland, Oregon; Kansas City, Missouri; Hartford, Manchester, and New Haven, Connecticut; Newark, New Jersey; Buffalo, New York; and Warren, Ohio. Similar self-help, learning-by-doing programs are urgently needed for the thousands of families in the District's public housing developments and in many other low-income neighborhoods.

Extension has demonstrated that it can fulfill a unique role of working with families and youth to help them raise their aspirations and make effective use of the services of the many specialized agencies. At the same time, Extension would have collaborative and mutually beneficial relationships with schools, employment services, and other community agencies.

The cooperating university

Another phase of this relationship that warrants consideration is the role of each designated university which carries out Cooperative Extension programs. Such a university heeds the call for help from the community, reviews the problems, and helps local organizations plan for youth development programs, for adult education, for teaching of homemaker skills, for child health, and for other needed programs.

A university that sponsors an Extension Service lends its prestige and many of its most eminent professors to the job of helping the entire community. Exposure to the problems of the community enriches the vitality and expands the objectives of any educational institution.

The professional staff of the university has an opportunity to participate with all other Land-Grant institutions in numerous relevant subject-matter seminars, workshop, etc., which contribute to their professional growth and development. This relationship would strengthen the knowledge base for the District of Columbia Extension program.

What extension can do for families in the District

Extension has more than 50 years of experience which would be utilized to help families, including their youth, to improve their home situations and manage their resources; to be productive in employment situations; and to develop values of good citizenship.

Extension is a "family-centered" program. One of its objectives is to reach adults and youth who do not take advantage of existing educational opportunities, and to motivate them to learn the skills, attitudes, and knowledge necessary for successful family living.

Extension aims to help disadvantaged families and youth learn to secure and use goods and services in such a way as to achieve the greatest satisfaction for all family members.

Children and adults would participate in learning experiences that would reinforce each other—information on nutrition, sanitation, and personal hygiene, for example. They would learn to use community resources of benefit to the family and would become involved in community organizations.

Homemakers would develop home management skills; good housekeeping practices; buymanship; care and use of foods, clothing, household furnishing and equipment; as well as better child development and human relationships.

Husbands would become involved in the learning experiences Extension provides to homemakers and youth.

Families would develop a feeling of self-reliance and an appreciation for the benefits gained from using knowledge to improve family well-being. Eventually they would establish immediate and long-term goals which are compatible, practical, and attainable.

Extension program and learning experiences in home economics

Extension work in home economics can focus on critical problems. Educational programs could be provided in—

Food selection and preparation to provide adequate diets at minimum cost ;
food storage to prevent spoilage and contamination ; production and preservation of food where feasible ;

Use of donated and purchased foods ;

Housekeeping skills ;

Money management and consumer education ;

Sanitation, safety, and use of available health services ;

Improvements in housing, storage, sleeping facilities, and kitchen arrangements ;

Construction of home furnishings ; improving appearance of home through use of ingenuity instead of money (might include reupholstering, repairing, refinishing) ;

Clothing selection, care, and repair ; remodeling used clothing ;

Family relationships—particularly in the area of child and youth development. (The quality of the home environment has a profound effect on the psychological and physical development of the children.) ;

Personal appearance (in our culture cleanliness and good grooming are important assets in school and in the world of business and industry.) ; and

Manners and poise—essential in adjusting in an upwardly mobile situation.

Extension programs and learning experiences with youth

Experiences with 4-H educational programs in a number of cities involving low-income youth and their families indicate that many of these program learning experiences are of interest and value to these boys and girls. Among these are: making and repairing clothing ; woodworking ; flower growing ; home and appliance repairs ; automotive care and safety ; electronics ; amateur radio operation ; conservation ; health and safety ; home nursing ; home improvement ; teen leadership ; and child development. Food preparation and learning better nutrition are basic programs for them. Science projects in plant and animal biology, chemistry and engineering have appeal. Money management ; community beautification ; home management ; photography ; vegetable growing ; bicycle care, repair and safe riding ; basics of rocketry ; better grooming and clothes care ; reading ; personal development ; citizenship ; and public speaking help them to develop skills. Also, it has been shown that contacts between youth and professional people have stimulated youth in career planning.

Other programs can be based on specific situations, needs, and interests of youth in any neighborhood. The interest of youth in project work motivates them to participate in related, carefully designed learning experiences based upon educational objectives directed toward specific needs and problems.

Because youth are confused and frustrated by experiences which are too different from their present way of life or which seem unattainable, projects are planned to provide a progression of experiences. The first experiences are those within the neighborhood of the youth. As the children indicate readiness, the experiences move out into the larger community. Special learning experiences designed to help with specific problems of teenage youth are related to the problem of planning for and securing employment.

Opportunities to see places of employment are provided in the project. This approach makes the experience specific, realistic, meaningful. The focus is on the workers—the kinds of positions they hold and the skill levels, education, and training required for such positions. Employees who talk with the youth are carefully selected to demonstrate such things as opportunity to advance in positions and opportunity for members of minority groups to attain higher-skilled positions. The experience is planned to teach the process of studying employment opportunities in relationship to one's self.

Panels of workers at 4-H meetings tell about their work ; their education and training, and how they secured it ; what to expect from an employer ; what the employer will expect.

Information and materials are provided on business and industries, emphasizing employment and the impact of changing technology on adequately preparing for employment. They help youth to gain greater understanding of the world of work.

Information dealing with school dropout problems includes ways of gaining training other than in school.

To increase the number of youth who use employment services, persons from public and private employment agencies are enlisted to inform youth of the help available. Their offices are visited.

Training is given in preparing for and conducting one's self at an employment interview.

Supervised practice in filling out an employment application blank is provided.

In a study completed recently it was shown that only 5 percent of low-income teenagers in Washington, D.C., participate in nationally known youth organizations. However, 95.4 percent of the low-income teenagers said they have heard of 4-H. The study further pointed out that, since teenagers have strong feelings of wanting to belong, a well-known organization such as 4-H has a distinct advantage in interesting young people in the cities.

In summary, the first and perhaps the greatest contribution of the 4-H program has been to help children to be more successful in school by reinforcing their school experiences. The voluntary nature of the program, the smaller informal groups, the home-and-life-related experiences, may be major reasons for this success. This is best summed up by the words of an older girl who had been in 4-H for three years and who was employed as a summer assistant: "These children need love, personal attention, and a personal relationship more than subject matter. At least, they need these before they will respond to subject matter." Parents who urged their children to join 4-H explained, "We have seen that 4-H does things *with* them, not just *for* them. You help them do more for themselves."

Methodology

Educational methods for the District of Columbia will be patterned after those which have been tested and found effective in Extension's developmental projects recently carried out in low-income areas.

Home visits and personal contacts will be used extensively in the initial efforts of Extension because the hard-core poor typically do not actively seek out educational opportunities, and they are not accustomed to meeting in groups. Such contacts will aid in gaining the confidence of the people, identifying problems and level of knowledge, and acquainting local residents with program opportunities.

Eventually, individuals will be involved in group learning experiences, because research shows that people learn some things better in a group situation. Also, the time of the Extension worker is spent more efficiently in group work.

The total family approach will be used. Educational experiences will be directed at the various family members simultaneously, although they may be in different groups. Programs by radio and TV, newsletters, and leaflets will be directed to the family.

Educational materials will be placed in such centers as libraries, doctors' waiting rooms, laundromats, beauty parlors, barber shops, grocery stores, youth centers, and neighborhood houses. Tours of supermarkets and thrift shops featuring secondhand clothing will be used to teach comparison shopping.

Local advisory groups and potential participants will be used to identify problems so that the program will be responsive to local needs. Other relevant Government agencies and local organizations will be involved by serving on advisory groups, providing entree into homes, identifying problems and participants, reinforcing learning, and serving as volunteers.

Extension administration in the District of Columbia

Extension work in the District of Columbia would be administered similar to the method authorized by the Smith-Lever Act (7 U.S.C. 341-346, 347a, 348, 349). The Secretary of Agriculture should be authorized to adapt Extension programs to the needs of the District of Columbia. A memorandum of understanding would be signed between the President of the Federal City College and the Secretary of Agriculture. It would set forth mutual working relationships and responsibilities.

Administration and programing

The director of the District of Columbia Cooperative Extension Service would be located on the campus of the institution of higher learning designated to implement the programs. He would relate to the institution's administration and organization so as to have access to the expertise of the institution not only in home economics and youth development work, but also in other fields. It is envisioned that the Cooperative Extension staff of the institution would be made up of three components—administrative and program leaders; subject-matter specialists in all appropriate academic departments; and field staff located in area offices in different areas of the city.

Cost of the program

This bill authorizes appropriation of such sums as may be necessary to extend the provisions of the Act of May 8, 1914, to the District of Columbia. Such sums to be appropriated shall be in addition to and not in substitution for, sums otherwise appropriated under such Act, or otherwise appropriated for agricultural extension work. Four per centum of the sum so appropriated for each fiscal year shall be allotted to the Federal Extension Service, Department of Agriculture, for administrative, technical, and other services of the Department in carrying out the purposes of this section. The District of Columbia shall not be required to offset allotments authorized under this section.

Conclusion

The U.S. Department of Agriculture believes that the citizens of the District of Columbia are entitled to the benefits of Cooperative Extension programs, particularly in 4-H—youth development and home economics, which are now enjoyed by citizens in the 50 States, Puerto Rico, Virgin Islands and Guam. We believe these Extension programs can assist materially in providing greater fulfillment for the people working and living in our national city. We also believe that Federal City College, as the cooperating institution of higher learning, should have appropriated research and teaching activities to support effective cooperative extension work.

MR. SISK. Thank you, Dr. Ralston. Does that conclude your statement? I have only one question in line with the question I had asked earlier. You, representing the Department of Agriculture, of course, will have certain jurisdiction over approval of some of these funds or transfer of funds. Do you have any question with reference to the legal position of the Federal City College as the language is at present written in the bill in connection with its cooperative effort with the Technical Institute in making funds available to them? Do you have any reservations at all?

DR. RALSTON. We have no objection to this at all. Our Memorandum of Understanding would be with the Federal City College, and we would work that program out together so that if there were questions and concerns, I am sure these could be resolved on this kind of a basis.

MR. HARSHA. Doctor, I do not mean to belabor this point about appropriations, but the bill provides for what we sometimes call an open-end appropriation, and we run into problems on the floor with it. And just authorizing the appropriation of such sums as may be necessary kind of leaves the door wide open, so that we are going to be confronted with this as we try to get the bill passed on the floor. That is why we were hoping to find appropriate answers with which we could advise the other members of the House. Since you do not have any suggestion as to what sums will be needed at this time, how do you arrive at the .04 percent conclusion for administrative and technical expenses of the Department.

Dr. RALSTON. This again follows the format of Smith-Lever law.

Mr. HARSHA. Does it?

Dr. RALSTON. And, incidentally, the Smith-Lever law also is an open-end law.

Mr. HARSHA. Is it?

Dr. RALSTON. Yes, sir.

Mr. HARSHA. Well, that is some help.

Dr. RALSTON. So that, as a matter of fact, this is why we appear before the Committee to justify what it is we are doing, and this kind of thing so that complete control we think is in the hands of the respective Committees.

Mr. HARSHA. Thank you.

Mr. SISK. Well, Dr. Ralston, we thank you, very much for a very excellent statement. I think it was quite explanatory and certainly was helpful to the Committee. Thank you for coming over.

Our next witness is Dr. Russell Thackrey, Executive Secretary of the National Association of State Universities and Land Grant Colleges.

Dr. WIEGMAN. He was unable to make it today, Mr. Chairman.

Mr. SISK. Will he have a statement?

Dr. WIEGMAN. Yes, sir.

Mr. SISK. All right, without objection his statement will be made a part of the record.

STATEMENT OF DR. RUSSELL THACKREY, EXECUTIVE SECRETARY, NATIONAL ASSOCIATION OF STATE UNIVERSITIES AND LAND GRANT COLLEGES

Dr. THACKREY. Mr. Chairman, my name is Russell I. Thackrey. My occupation is, and has been for the past 21 years, that of executive director of the National Association of State Universities and Land-Grant Colleges. My statement is submitted as an individual resident of the District of Columbia, since the appropriate committees of the National Association of State Universities and Land-Grant Colleges have not had opportunity to take formal action authorizing me to offer testimony on behalf of the association. The association has, however, consistently supported the legislation authorizing the establishment of the Federal City College and the Washington Technical Institute.

As a resident of and taxpayer in the District of Columbia I am strongly in favor of measures to increase educational opportunity for the young people of the District, and to provide educational services to the people of the District characteristic of those which the land-grant and other public universities and colleges have long provided for the various States and the Commonwealth of Puerto Rico, House bill 15280 and Senate Bill 1999 would make funds available to the Federal City College for two major programs: campus instruction and cooperative extension work.

CAMPUS INSTRUCTION

H.R. 15280 and S. 1999 would make available to Federal City College annual appropriations for the "further endowment" of institutions established under the Morrill Act of 1862 or the Morrill-Nelson Act of 1890-1907 as subsequently amended and supplemented. These funds

are available for a wide range of instructional programs. The legislation would place the District of Columbia on the same basis as the 50 States and Puerto Rico in receiving support for such programs. The legislation properly increases the statutory ceilings on appropriations for these purposes, so that the District of Columbia may share in them without reducing the funds available to the States and Puerto Rico. The legislation also authorizes appropriation of a sum for permanent endowment of the Federal City College, in lieu of the endowment deriving from the sale of Federal lands as provided under the Morrill Act of 1862. The provision is comparable to that made for the University of Hawaii, in view of the nonavailability of Federal lands for the original purpose, and is based on a formula similar to that approved by Congress in the case of Hawaii.

My understanding is that a memorandum of understanding or agreement is planned with the Washington Technical Institute, under which instructional funds made available under this provision will be available for use in certain programs of the technical institute. This seems to be sound procedure, in that it provides funds for support of programs which are completely within the purposes of the act, and at the same time avoids most complex and serious problems which would be raised by the designation of the technical institute as a land-grant institution. There are many precedents for the procedure proposed, under which the land-grant institution of a particular State has by cooperative agreement utilized the facilities and staff of other institutions to carry out its authorized programs.

COOPERATIVE EXTENSION WORK

The provisions of H.R. 15280 with respect to cooperative extension work in the District of Columbia seem to me to be sound. They provide for the direct Federal funding, entirely outside the formula generally used for cooperative extension work, for the conduct of such programs as are appropriate to the needs of the District of Columbia and are agreed on by the Federal City College and the U.S. Department of Agriculture. Certainly there is a great need within the District for work on problems of home and family life, nutrition, and in the field of youth work. Although the problems of agricultural production do not exist in the District of Columbia, the cooperative extension service is also heavily involved in urban areas with helping city families make wide use of their food dollars in terms of cost and sound nutrition; with working with food processors and retailers in improving the quality and reduce the cost of their operations; and in youth work. Cornell University, the land-grant institution of the State of New York, has a substantial extension staff in New York City through the New York State College of Agriculture, for example, and the same is true of many other metropolitan areas. The formula under which extension funds are made available to the various States and Puerto Rico would, however, not be appropriate for the District, since it is based heavily on agricultural production and rural population.

In conclusion, may I repeat my enthusiastic support of the proposed legislation, and express appreciation to the members of your committee for their past and continued interest in providing educational opportunity for the residents of the District of Columbia.

Mr. SISK. Next, we have Mr. Thomas Moyer, Assistant Corporation Counsel, on the part of the City government. We appreciate your being here this morning, Mr. Moyer. If you have a statement, why proceed to make your statement. We have here a letter directed to the Chairman of the Committee, Mr. McMillan, signed by Mr. Fletcher. Without objection, this will be made a part of the record.

(The letter from Mr. Fletcher follows:)

GOVERNMENT OF THE DISTRICT OF COLUMBIA,
EXECUTIVE OFFICE,
Washington, March 13, 1968.

Hon. JOHN L. McMILLAN,
Chairman, Committee on the District of Columbia,
U.S. House of Representatives,
Washington, D.C.

DEAR MR. McMILLAN: The Government of the District of Columbia has for report H.R. 15280 and S. 1999 (passed by the Senate on December 8, 1967), 90th Congress, identical bills "To amend the District of Columbia Public Education Act."

Each of the bills amends the District of Columbia Public Education Act approved November 7, 1966 (Public Law 89-791; 80 Stat. 1426) so as to add at the end of such Act a title IV providing that the Federal City College shall be considered to be a college established for the benefit of agriculture and the mechanic arts in accordance with the provisions of the Morrill Act approved July 2, 1862, as amended, thereby enabling the college to be entitled to benefits under various stated Acts.

The District Government understands that the proposed amendment of the District of Columbia Public Education Act will make it possible for the District to be eligible to receive the benefits of programs administered by the Department of Health, Education, and Welfare and the Department of Agriculture relating to land-grant colleges. In particular, it would allow the Federal Extension Service of the Department of Agriculture to extend its programs for home economics and 4-H youth development to the District of Columbia. We are of the view that the bills have great potential for the people of the District of Columbia, particularly the hard-to-reach poor.

In the belief that the bills will operate to improve greatly the condition of many of the residents of the District of Columbia, and particularly the poorer residents, the District Government recommends the enactment of one of them.

The Government of the District of Columbia has been advised by the Bureau of the Budget that, from the standpoint of the Administration's program, there is no objection to the submission of this report to the Congress.

Sincerely yours,

(s) Thomas W. Fletcher,
THOMAS W. FLETCHER,
Assistant to the Commissioner,
(For Walter E. Washington, Commissioner).

STATEMENT OF THOMAS MOYER, ASSISTANT CORPORATION COUNSEL, DISTRICT OF COLUMBIA GOVERNMENT

Mr. MOYER. Thank you, Mr. Chairman. For the record, my name is Thomas Moyer; I am Assistant Corporation Counsel, and I have been designated to present the views of the government of the District of Columbia on this legislation. I have a brief statement in addition to the letter which you have made a part of the record.

Mr. Chairman and members of the subcommittee, thank you for giving the District Government an opportunity to testify on H.R. 15280 and S. 1999, bills to provide the District of Columbia with its own land grant institution. The bills would amend Public Law 89-791, which created the Federal City College, naming this college as the land grant institution for the District of Columbia.

The District believes that Congress showed great wisdom when it created the Federal City College and the Washington Technical Institute to serve the students and citizens of the District of Columbia. We know from what we have already seen that the College and the Institute will contribute substantially to the progress and development in our Nation's capital.

The Government of the District of Columbia favors H.R. 15280 and S. 1999 without reservation. We believe the citizens of the District of Columbia should be entitled to the benefits of the land grant college. I have been informed that the District of Columbia is the last remaining area in the United States, including Puerto Rico that is not covered by programs that come with land grant college status, the Morrill Act, the Bankhead-Jones Act, the Smith-Lever Act and the Agricultural Marketing Act. Land grant college authorization will allow the Federal City College to expand its curriculum and reach out to service more families in the District. We see the College administering family-centered extension service programs in the District, particularly to the hard-to-reach poor.

There are about 96,000 youngsters between the ages of 9 and 19 in 49,000 families in D.C. who live in circumstances approaching abject poverty. This legislation would provide urgently needed supplemental assistance to youngsters, through well known and proven programs of the 4-H, and to their families who are hopelessly caught up in impoverished circumstances by informational, educational and vocational inadequacies.

The family unit is considered to be the most important instrument in the process of developing the individual. Through this primary group the individual may acquire habits, ideals, attitudes, images and examples, which both stimulate and motivate him toward being a responsible citizen.

However, many families in congested areas of Washington have been unable to provide for their children the kind of home life which fosters good health and good citizenship. Often this is beyond their control and even beyond their understanding. Parents from many low-income groups are not familiar with adequate nutrition, good housekeeping standards, the care and development of children, and the need to foster sound values within the home. They presently lack skills in maintaining their homes, furnishings, and equipment. This legislation would authorize the Federal City College to establish an extension program in cooperation with the United States Department of Agriculture to assist families to provide better way of life for themselves and for others.

Land grant college status will permit the Federal City College, co-operating with the Washington Technical Institute, to offer at least on the two-year level, instruction in such fields as horticulture, forestry, conservation and beautification, to mention a few, that would not be offered otherwise. We believe a young man desiring to become a forest ranger or soil conservationist should not be denied this opportunity because he happened to be born in an area not having a land grant institution. It has been difficult, and in recent years, impossible for a student in the District of Columbia to enroll in an institution of higher learning in other States due mostly to the crowded conditions at these colleges. Under land grant college status, not only

will students have an opportunity to study in certain fields that would not be offered without land grant college funds and authorization, but will also be able to transfer, on the college senior and graduate level, to sister land grant institutions in the 50 States. We believe this is very desirable because it provides opportunities to young people that have not existed before.

You can see why we endorse this bill without reservation. The benefits that land grant institution status will do for students and citizens of the District of Columbia will be, over the years, immeasurable. We are convinced that the Federal City College will be able to carry our responsibilities of land grant college contributing to the illustrious history of these institutions.

Mr. SISK. Thank you, Mr. Moyer, for a very good statement. Does the gentleman from New Mexico have any questions this morning?

Mr. WALKER. No.

Mr. SISK. The gentleman from Ohio, Mr. Harsha.

Mr. HARSHA. Thank you, Mr. Chairman.

Mr. Moyer, I notice that you mentioned some 96,000 children from the ages 9 to 19. Would these people between the ages 9 to 19 participate in this program?

Mr. MOYER. Mr. Harsha, I would like to defer to Dr. Wiegman who aided in the preparation of this statement and has a lot more background in this. I noticed that figure was used in the Senate report.

Dr. WIEGMAN. In the 4-H program 9 to 19 is the typical age; yes, sir.

Mr. HARSHA. What is the Corporation Counsel's position on this 100 percent contribution by the Federal Government to this program, as opposed to the 50-50 formula used in the other states.

Mr. MOYER. The District has been in contact with officials of the Agriculture Department and in the Department of Health, Education, and Welfare, and the bill as was finally passed by the Senate is agreeable to the District Government as well as to these federal agencies. We believe that this is appropriate for the District under these circumstances.

Mr. HARSHA. Thank you. That is all I have, Mr. Chairman.

Mr. SISK. Thank you, Mr. Moyer.

Mr. MOYER. Thank you, sir.

Mr. SISK. That concludes the list of witnesses which the Chair has before it. Is there anyone else in the room that desires to be heard on this particular piece of legislation?

Mr. HARSHA. Could I ask just one question, Mr. Chairman, of the college group? Is there any opposition to this legislation that you are aware of?

Dr. WIEGMAN. Mr. Harsha, I have encountered none. There was none in the Senate; no opposition has been listed that I am aware of.

Mr. HARSHA. Thank you.

Mr. SISK. I thank all you gentlemen for being here this morning and for making a good case for your cause on this occasion. Let me say that as soon as the transcript has been prepared, the Committee will take a look at it. And I will attempt to assure you, Dr. Farner and Dr. Wiegman—I know your interest in time—that we will try to proceed as rapidly as possible and get into Executive Session as soon as possible.

Mr. HARSHA. Mr. Chairman, I did not mean to interrupt you, but in view of the gentleman's statement that there is no opposition to this

legislation, either that he is aware of or in the Senate hearing, if you would like to go into Executive Session this morning on it, I have no objection, sir.

Mr. SISK. Well, I appreciate that. Actually, let me say this. I think in view of the fact that we had several members here this morning who had to go to other meetings, it might be just as well—we have got two or three other things that we have got to go into Executive Session on, and I hope later this week if we could. But I appreciate your willingness to move on it. We will try to move very quickly.

With that the Committee stands adjourned subject to call of the Chair.

(The departmental reports referred to on p. 1 follow:)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE,
March 19, 1968.

HON. JOHN L. McMILLAN,
*Chairman, Committee on District of Columbia,
House of Representatives, Washington, D.C.*

DEAR MR. CHAIRMAN: This is in response to your request for a report on H.R. 15280 and S. 1999 (as passed by the Senate), identical bills "To amend the District of Columbia Public Education Act."

The bills would, among other things, add a new title IV to the District of Columbia Education Act (Public Law 80-791, 80 Stat. 1426 D.C. Code § 31-1601) under which the Federal City College authorized by that Act would be considered a college established for the benefit of agriculture and the mechanic arts in accordance with the provisions of the first Morrill Act (7 U.S.C. 301-305, 307, 308), and the District of Columbia also would be deemed a "State," in the administration of the second Morrill Act (7 U.S.C. 321-326, 328), section 22 of the Bankhead-Jones Act (7 U.S.C. 329), and the so-called Retirement Act for land grant colleges (Act of March 4, 1940, 7 U.S.C. 331), as well as for purposes of other enumerated acts administered by the Department of Agriculture.

In order to allow for the addition of the District to the coverage of § 22 of the Bankhead-Jones Act without reducing the shares of the States and Puerto Rico, the bill would increase the appropriation authorization for the uniform annual appropriation under that section by \$150,000, and would increase the appropriation authorization for allotments based on population by \$20,000.

Finally, in lieu of extending to the District of Columbia the provisions of the first Morrill Act, the bill, following the precedent of § 14(e) of the Hawaii Omnibus Act, would authorize to be appropriated to the District a lump-sum appropriation of \$7,241,706, subject to the provisions of that Act concerning proceeds of sale of public lands or land-scrip. (The District of Columbia does not contain public lands suitable for donation, and the use of land scrip as an alternative has long ago been discontinued.) The Senate report on S. 1999 sets forth the reasons for the particular lump-sum amount proposed to be authorized, as follows:

"If the original provisions of the first Morrill Act were extended to include the District of Columbia and a capital grant were based on current populations, 120,000 acres of land or equivalent scrip would be required. Equitable use of this formula, however, seems impossible. Rather, it is proposed that the method provided for the State of Hawaii be used as the base for determining a grant which would be fair to all of the States and the District of Columbia.

"Hawaii was the first instance in which a direct cash appropriation was made in lieu of some form of land or land-scrip. As a result of an analysis of States whose populations, situations, and land-grant college characteristics closely approximated that of Hawaii, an endowment of \$10 million was proposed. In addition, it was shown that seven of the last 10 States admitted to the Union, excluding Alaska and Hawaii, had land grants valued in excess of \$6 million (using a value of \$50 an acre).

"Public Law 86-624, the Hawaii Omnibus Act, provided an authorization of \$6 million, which in view of all considerations has been accepted by your committee as a base for developing a capital grant for the District of Columbia. While there exist factors which support higher endowments for Hawaii and the District of Columbia and characteristics with degrees of variance, the most appro-

appropriate overall formula is to obtain a grant amount in terms of the Hawaii grant and the ratio of populations of that State and the District of Columbia. Using data of the 1960 census, this method yields an amount of \$7,241,706 for a capital grant fund for the District of Columbia.

"The sum of \$7,241,706 is small in comparison to the total needs but is an amount which compares fairly to that granted to each State." (S. Rep. No. 888, p. 8)

The Land-Grant College program is the only educational program administered by this Department under which the District of Columbia is not eligible for benefits. We think it is desirable to include the District of Columbia in that program, and therefore recommend favorable action on the above-mentioned provisions of these bills. (We defer to the views of the Department of Agriculture on the other provisions of the bills.)

We are advised by the Bureau of the Budget that there is no objection to the presentation of this report from the standpoint of the Administration's program.

Sincerely,

WILBUR J. COHEN,
Acting Secretary.

DEPARTMENT OF AGRICULTURE,
Washington, D.C., March 20, 1968.

HON. JOHN L. McMILLAN,
*Chairman, Committee on the District of Columbia,
House of Representatives, Washington, D.C.*

DEAR MR. CHAIRMAN: This is in reply to your letter of March 12, 1968 asking for a report on H.R. 15280 and S. 1999 to amend Title II of the District of Columbia Public Education Act.

The proposed bills would establish the Federal City College as a land-grant institution in accordance with the provisions of the Morrill Act of July 2, 1862. The Acts administered by this Department referred to in the bills are the Smith-Lever Act of May 8, 1914 (38 Stat. 372; 7 U.S.C. 341-346, 347a, 348, 349); and the Agricultural Marketing Act of 1946 (60 Stat. 1087; 7 U.S.C. 1621-1629).

We recommend enactment of the Bills as they relate to the provisions which would be administered by the Department of Agriculture. The Bills would extend the benefits of the Smith-Lever Act through the Federal City College to the people of the District of Columbia.

We believe that the citizens of the District of Columbia are entitled to the benefits of the Cooperative Extension Service programs, particularly in 4-H youth development and home economics which are effectively carried out in the 50 States and Puerto Rico. The Bills authorize funds for Extension programs in the District that are in addition to present appropriations under the Smith-Lever Act, thereby not reducing the Federal payments for such work to the 50 States and Puerto Rico. The formula provisions of the Smith-Lever Act provide that additional funds since 1962 be distributed among the States 20 percent equally and the balance on the basis of farm and rural population. Since the District of Columbia is urban instead of a rural community, under the formula it would share only in the 20 percent. Hence, this Department strongly favors the provisions of the Bills authorizing such additional sums without regard to the formula as may be necessary to extend Cooperative Extension programs to the District of Columbia.

The designation of the District of Columbia as a State would permit allotments under Section 204(b) of the Agricultural Marketing Act of 1946 (7 U.S.C. 1623(b)) to appropriate agencies of the District of Columbia for cooperative projects in marketing research and marketing services.

We make no recommendation regarding provisions of the Act which would be administered by the Department of Health, Education and Welfare.

The Bureau of the Budget advises that there is no objection to the presentation of this report from the standpoint of the Administration's program.

Sincerely yours,

JOHN A. SCHNITTKER,
Acting Secretary.

HOUSE OF REPRESENTATIVES,
COMMITTEE ON THE DISTRICT OF COLUMBIA,
Washington, March 12, 1968.

Hon. HAROLD HOWE, II,
Commissioner of Education,
Department of Health, Education, and Welfare,
Washington, D.C.

DEAR COMMISSIONER HOWE: This Committee is presently considering H.R. 15280 and S. 1999. In connection therewith, it will be helpful to the Committee if you will furnish a tabulation showing the extent of the participation of the D. C. Government in programs administered by your Office of Education for the fiscal year 1966, 1967, and 1968.

With kind regards, I am,
Sincerely yours,

JOHN L. McMILLAN,
Member of Congress, Chairman.

(Subsequently, the following tabulation was received from the Office of Education:)

OFFICE OF EDUCATION
OBLIGATIONS INCURRED IN THE DISTRICT OF COLUMBIA

	Fiscal year 1966 obliga- tions	Fiscal year 1967 obliga- tions	Fiscal year 1968 final allotments
I. OFFICE OF EDUCATION APPROPRIATIONS			
Elementary and secondary educational activities:			
Assistance for educationally deprived children (ESEA I):			
Basic grants ¹	\$5,575,276	\$5,642,037	\$5,933,620
State administrative expenses ¹	75,000	75,000	150,000
Grants to States for school library materials (ESEA II) ¹	345,817	347,914	336,897
Supplementary educational centers and services (ESEA III) ¹	74,267	1,027,298	857,785
Strengthening State departments of education (ESEA V):			
Grants to States ¹	² 130,934	² 167,435	206,022
Grants for special projects.....			
Acquisition of equipment and minor remodeling (NDEA III):			
Grants to States ¹	175,294	176,432	171,298
Loans to nonprofit private schools ¹			25,097
State administration ¹	³ 50,000	³ 50,000	10,000
Guidance, counseling, and testing (NDEA V):			
Grants to States ¹	81,278	81,690	83,354
Institutes for counseling personnel.....			
Institutes for advanced study (NDEA XI).....	341,839	110,092	
School assistance in federally affected areas:			
Maintenance and operations (Public Law 81-874) ¹	4,653,238	5,299,235	4,618,402
Construction (Public Law 81-815) ¹			
Teacher Corps.....	147,921	397,076	
Higher educational activities:			
Program assistance:			
Strengthening developing institutions (HEA III).....	14,600	31,900	
Colleges of A. & M. arts:			
Second Morrill Act ¹			
Bankhead-Jones Act ¹			
Undergraduate instructional equipment and other resources (HEA VI):			
Television equipment ¹	123,325 {	5,171	11,203
Other equipment ¹		80,497	97,092
Construction:			
Undergraduate public community colleges and technical institutes (HEFA I, sec. 103) ¹			115,866
Other undergraduate facilities (HEFA I, sec. 104) ¹	2,598,771	2,180,238	1,203,447
Graduate facilities (HEFA II).....	78,166	2,392,096	
State administration (HEFA I, sec. 105) ¹	30,738	78,752	78,272
Teacher education:			
Elementary and secondary teacher programs (HEA V-C):			
Experienced teacher fellowships.....			
Prospective teacher fellowships.....	156,800	237,100	
Strengthening graduate schools.....		116,349	
College teacher fellowships (NDEA IV).....	714,575	979,700	
Institutes in the use of equipment and other teaching aids (HEA VI).....			
Student aid:			
Educational opportunity grants (HEA IV-A):			
Grants to higher education institutions ¹	520,708	832,650	⁴ 427,836
Encouragement of educational talent.....		55,000	
Direct loans (NDEA II):			
Contributions to loan funds ¹	1,841,197	1,711,032	1,686,226
Loans to educational institutions.....			
Cancellation of student loans.....			

See footnotes at end of table.

OFFICE OF EDUCATION—Continued

OBLIGATIONS INCURRED IN THE DISTRICT OF COLUMBIA—Continued

	Fiscal year 1966 obliga- tions	Fiscal year 1967 obliga- tions	Fiscal year 1968 final allotments
Insured loans (HEA IV-B):			
Advances for reserve funds ¹		\$37,667	\$49,818
Interest payments on insured loans			
College work-study program (HEA IV-C) ¹	\$596,138	721,707	652,969
Expansion and improvement of vocational education:			
Vocational Education Act of 1963:			
Grants to States ¹	447,871	546,495	543,244
Work-study programs ¹	75,214	30,964	31,280
George-Barden and supplemental acts ¹	226,183	226,183	228,058
Grants to States under the Appalachian Regional Development Act (sec. 211)			
Vocational student loan assistance:			
Advances for reserve funds ¹			10,000
Interest payments on insured loans			
Smith-Hughes Act ¹			
Libraries and community services:			
Grants for public library services (LSCA I) ¹	184,001	224,762	224,762
Interlibrary cooperation (LSCA III) ¹		7,075	40,571
State institutional library services (LSCA IV-A) ¹		7,075	38,000
Library services to the physically handicapped (LSCA IV-B) ¹		4,735	23,750
Construction of public libraries (LSCA II) ¹	203,970		138,579
College library resources (HEA II-A)	42,000	104,927	
Librarian training (HEA II-B)		97,800	
University community service programs (HEA I) ¹	105,000	119,584	119,584
Adult basic education (Adult Education Act):			
Grants to States ¹	174,214	99,040	196,191
Special projects and teacher training	1,055,000	1,450,239	
Educational improvement for the handicapped:			
Preschool and school programs for the handicapped (ESEA VI) ¹		20,000	100,000
Training programs for teachers of the handicapped	419,208	505,762	
Handicapped research and demonstrations	446,950	854,743	
Captioned films for the deaf and media services	619,123	504,312	
Research and training:			
General education research (ESEA IV)	688,281	1,176,212	
Training of educational researchers (ESEA IV)			
Construction of educational research laboratories (ESEA IV)			
Vocational education research (Vocational Education Act of 1963)			
Foreign language education research (NDEA VI)	583,235	373,098	
Educational media research (NDEA VI)	239,300	189,277	
Library improvement research (HEA II-B)	312,396	294,965	
Higher education construction loan fund (HEFA III)	19,800	372,827	
Civil rights educational activities:	3,605,000	6,469,000	
Institutes for school personnel	85,000		
Grants to school boards			
Arts and humanities educational activities:			
Instructional assistance:			
Grants to States ¹	1,217	976	995
Loans to nonprofit private schools ¹			237
Teacher training institutes		57,212	
International education programs:			
Advanced training in foreign languages (NDEA VI):			
Language and area centers	102,308	140,000	
Fellowships	92,973	90,561	
Foreign language training and area studies (Fulbright-Hays)	42,897	164,180	
II. TRANSFERRED FUNDS FROM OTHER AGENCIES			
Manpower development and training activities	1,194,753	258,546	
Area redevelopment activities			
Educational television facilities	386,939		
Assistance to refugees in the United States: Cuban student loans	90,850	71,845	
Civil defense educational activities	45,895	51,592	
Supplemental Appalachian grants for construction of and equipment for facilities (sec. 214)			
Total	29,815,460	37,348,055	18,410,455

¹ State allocated programs administered by State agencies.² Includes title X of NDEA.³ Includes State supervision.⁴ Amount represents initial-year awards only

(Subsequently, the following letter was received from the Federal City College:)

FEDERAL CITY COLLEGE,
Washington, D.C., March 15, 1968.

Hon. B. F. SISK,
U.S. House of Representatives,
Rayburn House Office Building,
Washington, D.C.

DEAR CONGRESSMAN SISK: Thank you for calling hearings on H.R. 15280 and S. 1999 to establish a land grant college in the District of Columbia. Dr. Wiegman and I appreciated the opportunity to present a statement on behalf of the Federal City College regarding the legislation.

We want to make clear the funding procedure of the Smith-Lever Act, that part of the land grant college that establishes cooperative extension services between the Federal Government and the States. The U.S. Department of Agriculture, in its report, recommended a yearly appropriation to the Federal City College for extension programs based on a plan of work rather than the formula used in the Smith-Lever Act. This was done because the formula allocates Department of Agriculture funds to a land grant college based on forty percent farm population, forty percent rural population and twenty percent overall population of a State. This formula permits the District of Columbia to participate in only twenty percent of the Department funds, since the District has no rural population. The Department of Agriculture recommended, therefore, a yearly appropriation subject to review by the House of Representatives Appropriations Committee for extension services in the District of Columbia, based on a program of work agreed to by the Secretary of Agriculture and the President of the Federal City College.

The Department of Agriculture appropriation would be partially matched from the general educational funds of the Federal City College, as is done in the other fifty States. Presently, the college is paying salaries of personnel in the college extension services and will continue to do so.

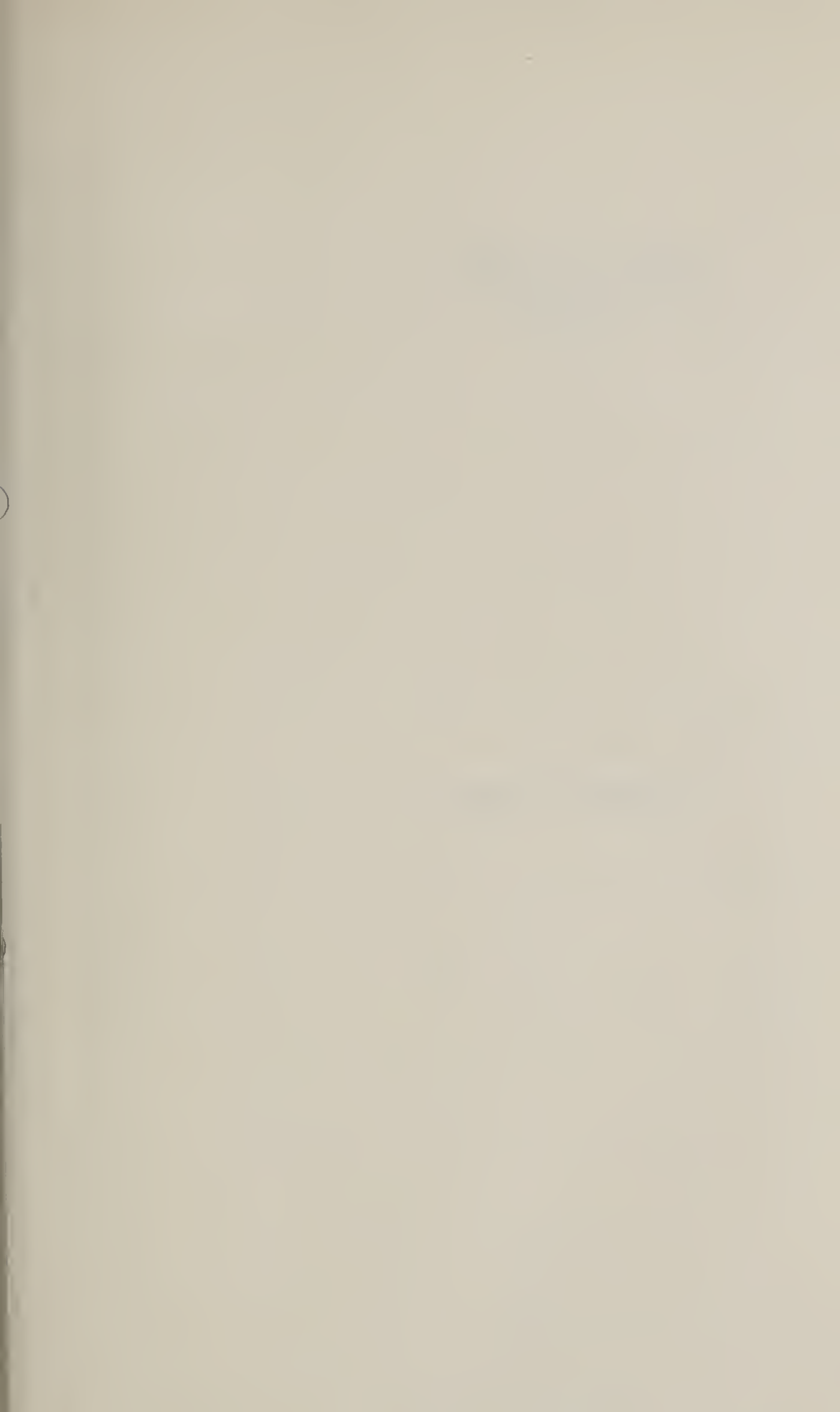
We believe this procedure is right and in keeping with the Smith-Lever Act.

Sincerely yours,

FRANK FARNER, *President.*

(Whereupon, at 11:10 o'clock a.m., this date, the Committee was adjourned, subject to call of the Chair.)

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LEGISLATIVE HISTORY
Public Law 90-354
S. 1999

TABLE OF CONTENTS

Index and summary of S. 1999.....	1
Digest of Public Law 90-354.....	2

INDEX AND SUMMARY OF S.1999

June	23,	1967	Sen. Morse introduced S. 1999 which was referred to Senate District of Columbia Committee. Print of bill as introduced.
Oct.	10,	1967	Subcommittee approved S. 1999 for full committee consideration.
Nov.	20,	1967	Senate committee voted to report S. 1999.
Dec.	6,	1967	Senate committee reported S. 1999 with an amendment. S. Rept. 888. Print of bill and report.
Dec.	8,	1967	Senate passed S. 1999 as reported.
Feb.	8,	1968	Rep. Nelson introduced H. R. 15280 which was referred to House District of Columbia Committee. Print of bill as introduced.
Apr.	2,	1968	House committee voted to report H. R. 15280.
May	24,	1968	House committee reported H. R. 15280 with an amendment. H. Rept. 1465. Print of bill and report.
May	27,	1968	House passed S. 1999 with amendment inserting language of H. R. 15280. H. R. 15280 was tabled due to passage of S. 1999.
June	10,	1968	Senate concurred on House amendment.
June	20,	1968	Approved: Public Law 90-354.

Hearings :

Hearing on H. R. 15280, H. R. 15886 and S. 1999.
House District of Columbia Committee.

Hearing on S. 1999, Senate District of Columbia Committee.

90TH CONGRESS
1ST SESSION

S. 1999

IN THE SENATE OF THE UNITED STATES

JUNE 23 (legislative day, JUNE 12), 1967

MR. MORSE introduced the following bill; which was read twice and referred to the Committee on the District of Columbia

A BILL

To amend title II of the District of Columbia Public Education Act.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*
3 That title II of the District of Columbia Public Education
4 Act is amended by adding at the end thereof the following
5 new section:

6 “SEC. 206. In the administration of the Act entitled
7 ‘An Act to apply a portion of the proceeds of the public
8 lands to the more complete endowment and support of the
9 colleges for the benefit of agriculture and the mechanic arts
10 established under the provisions of an Act of Congress ap-
11 proved July second, eighteen hundred and sixty-two’, ap-

1 proved August 30, 1890 (26 Stat. 417; 7 U.S.C. 321-326,
2 328) ; the tenth paragraph under the heading 'EMERGENCY
3 APPROPRIATIONS' of the Act entitled 'An Act making ap-
4 propriations for the Department of Agriculture for the fiscal
5 year ending June thirtieth, nineteen hundred and eight', ap-
6 proved March 4, 1907 (34 Stat. 1256, 1281; 7 U.S.C.
7 322) ; the Act of May 8, 1914 (38 Stat. 372; 7 U.S.C. 341-
8 346, 347a, 348, 349) ; the Act of March 2, 1887 (24 Stat.
9 440; 7 U.S.C. 361a-361i) ; the Act of July 22, 1963 (77
10 Stat. 90; 7 U.S.C. 390, 390a-390k) ; the Act of June 29,
11 1935 (49 Stat. 436; 7 U.S.C. 329, 427, 427i) ; and the
12 Agricultural Marketing Act of 1946 (60 Stat. 1087; 7
13 U.S.C. 1621-1629) , the Washington Technical Institute au-
14 thorized by this title shall be considered to be a college
15 established for the benefit of agriculture and the mechanic arts
16 in accordance with the provisions of the Act of July 2, 1862
17 (12 Stat. 503; 7 U.S.C. 301-305, 307, 308) , and the term
18 'State' as used in the aforementioned laws or provisions of
19 laws shall include the District of Columbia."

A BILL

To amend title II of the District of Columbia
Public Education Act.

By Mr. MORSE

JUNE 23 (legislative day, JUNE 12), 1967
Read twice and referred to the Committee on the
District of Columbia

Oct 10, 1967

SENATE

13. SCHOOL LUNCHES. Passed without amendment S. 2012, to amend legislation regarding internal operation of the school lunch program in D. C. (pp. S14481-2). The committee report (see Digest 160) summarizes the purposes of the bill as follows: "(1) to authorize appropriations of public funds to pay salaries and related costs of operating the Office of Central Management of the Food Services Department in the public schools and (2) to provide for appropriation of public money to pay for lunches furnished to all needy elementary and secondary public school children whose parents are not recipients of public welfare." The report also states: "Under existing law...the expenses, salaries, and related costs of conducting the Office of Central Management of the Department of Food Services of the public schools in the District of Columbia are paid from the food services fund. This fund is a revolving account into which all revenues from the operation of food services in the public schools are placed. These receipts are used for the purchase of foods, supplies, and all other services and expenditures of whatever nature which are necessary for the conduct of the Department of Food Services, including personal services, the operation and maintenance of motor trucks, and the expenses of conducting the Office of Central Management."
14. REORGANIZATION. Sen. Pearson spoke in favor of his bill S. 47, to establish a Commission on the Operation of the Executive Branch. pp. S14494-5
15. ECONOMY; TAXATION. Sen. Proxmire disagreed with the proposed tax increase because of the spending for the Vietnam war and inserted a report on "The Employment Effect of Defense Expenditures." pp. S14498-502
Sen. Smathers urged the enactment of legislation to increase taxes and at the same time hold down spending, thereby keeping the power to control expenditures in the hands of Congress. pp. S14534-7
Sen. Miller inserted an editorial, "Mr. Mills Makes a Point," which he said is an excellent commentary on the present conflict between the administration and Congress over the proposed spending cuts and the proposed tax increase. pp. S14565-6
Sen. Proxmire praised the overall economic record of the Kennedy and Johnson Administrations for the past 7 years and inserted an article, "Profile of a Boom: Expansion Enters 80th Month, Matches Old Record--GNP Soars 49 Percent Since 1961--Profits, Personal Income Rise Even More Sharply--Problems: Housing and Gold." pp. S14502-4
16. POVERTY. Sens. Proxmire, Harris, and McGee called attention to "the need in America to slow down the rural-to-urban shift of our population," and inserted an article, "Rural and Urban Poverty." pp. S14506-9. S14518, S14559
17. FARM PROGRAMS. Sen. Montoya commended the progress of the farm program in the past 7 years and discussed developments in specific programs. pp. S14510-2
18. EXTENSION SERVICES. A subcommittee of the D. C. Committee completed work on S. 1999, to provide extension services for D. C. p. D901
19. APPROPRIATIONS. Passed 82-3, with amendments H. R. 11641, the public works appropriation bill, and conferees were appointed. House conferees have not been appointed. pp. S14537-8
Began consideration of H. R. 10345, the Department of State, Justice, and Commerce, the Judiciary, and related agencies appropriation bill. pp. S14567-82

20. FOREIGN TRADE. Sen. Byrd, Va., inserted a speech by Sen. Mundt which presents "a convincing argument against" U. S. trade with countries which aid our enemies. pp. S14560-2
21. NATIONAL PARK. The Interior and Insular Affairs Committee ordered reported (but did not actually report) an original bill S. 2515, to establish the Redwood National Park in Calif. p. D901
22. MINING CLAIMS. The Interior and Insular Affairs Committee ordered reported (but did not actually report) with amendment S. 2121, to extend the period for relief of occupants of certain unpatented mining claims. p. D901
23. PERSONNEL. A subcommittee of the Government Operations Committee completed work on S. 699, the proposed Intergovernmental Personnel Act, and S. 1485, the proposed Intergovernmental Manpower Act of 1967. p. D901

ITEMS IN APPENDIX

24. HOLIDAY. Rep. Madden inserted various resolutions favoring legislation to make Columbus Day a legal holiday. pp. A4987-8
25. ECONOMICS. Rep. Bolling inserted an article, "Profile of a Boom: Economic Expansion Enters 80th Month..." pp. A4991-2

BILLS INTRODUCED

26. ANIMAL RESEARCH. H. R. 13394 by Rep. Gibbons, and H. R. 13413 by Rep. Burke, Fla., to amend the Public Health Service Act to provide special assistance for the improvement of laboratory animal research facilities; to establish standards for the humane care, handling, and treatment of laboratory animals in departments, agencies, and instrumentalities of the United States, etc; to Interstate and Foreign Commerce Committee.
27. MINK IMPORTS. H. R. 13395 by Rep. Harsha, and H. R. 13399 by Rep. Lloyd, to amend the tariff schedules of the United States with respect to the rate of duty on whole skins of mink and plates made of whole skins of mink; to Ways and Means Committee.
28. WATER POLLUTION. H. R. 13396 by Rep. Kupferman, to amend the Federal Water Pollution Control Act to establish research and planning programs with respect to the prevention and restoration of eutrophic lakes; to Public Works Committee. Remarks of author, p. H13163
H. R. 13407 by Rep. Zwach, to amend the Federal Water Pollution Control Act in order to authorize comprehensive pilot programs in lake pollution prevention and control; to Public Works Committee.
29. LABELING. H. R. 13397 by Rep. Langen, to protect consumers by requiring that imported meat and meat food products made in whole or in part with imported meat bear a label showing the country or origin of such imported meat; to Interstate and Foreign Commerce Committee. Remarks of author p. H13167
30. TEXTILE IMPORTS. H. R. 13398 by Rep. Latta, to provide for orderly trade in textile articles; to Ways and Means Committee.
31. TAXATION. H. R. 13400 by Rep. McCarthy, to amend the Internal Revenue Code of 1954 to raise needed additional revenues by tax reform; to Ways and Means

priations for the Department of Transportation, and related agencies: Senators Pastore, Monroney, and Smith.

Page S 14490

Agriculture Appropriations: H.R. 10509, fiscal 1968 appropriations for the Department of Agriculture, and related agencies, was cleared for President's signature when Senate adopted conference report thereon, receding from its amendments No. 43 (cropland adjustment program, ASCS), No. 56 (Direct Loan Account, Farmers Home Administration), and No. 63 (reimbursement for net realized losses, Commodity Credit Corporation), and concurring in House amendments to Senate amendments No. 9 (funds for certain grants for facilities under Cooperative State Research Service), No. 31 (funds for school lunch program), No. 37 (food stamp program), and No. 67 (respecting bartered materials for supplemental stockpile).

Pages S 14582-S 14588

Record Votes: Three record votes were taken today.

Pages S 14539, S 14557, S 14571

Program for Wednesday: Senate met at noon and recessed at 6:50 p.m. until 11 a.m. Wednesday, October 11, when it will continue on H.R. 10345, State, Justice, Commerce appropriations.

Pages S 14558, S 14582, S 14593

Committee Meetings

(Committees not listed did not meet)

DIA BRIEFING

Committee on Armed Services: Committee met in executive session to receive a briefing from officials of the Defense Intelligence Agency.

NOMINATION

Committee on Commerce: Committee approved for reporting the nomination of Francis H. McAdams, of the D.C., to be reappointed as a member of the National Transportation Safety Board.

D.C. MATTERS

Committee on the District of Columbia: Subcommittee on Public Health, Education, Welfare, and Safety, in executive session, approved for full committee consideration with amendment S. 1228, authorizing grants for construction and modernization of hospitals and other medical facilities in the D.C.; H.R. 10964, to enable the D.C. to participate in the medicaid program under the Social Security Act; and S. 1999, to permit the Washington Technical Institute to qualify as a land-grant college for mechanic arts and agriculture.

SOCIAL SECURITY

Committee on Finance: Committee continued, in executive session, to consider H.R. 12080, proposed Social Security Amendments of 1967, but did not conclude action thereon, and will meet again tomorrow.

INTERGOVERNMENTAL RELATIONS

Committee on Government Operations: Subcommittee on Intergovernmental Relations, in executive session, concluded marking up, and approved for full committee consideration with amendments S. 699, proposed Intergovernmental Personnel Act, and S. 1485, proposed Intergovernmental Manpower Act of 1967.

REDWOOD NATIONAL PARK

Committee on Interior and Insular Affairs: Committee, in executive session, ordered favorably reported an original bill (S. 2515), authorizing establishment of Redwood National Park, Calif.

Committee also approved for reporting with amendment S. 2121, extending the period for relief of occupants of certain unpatented mining claims.

CIVIL RIGHTS

Committee on the Judiciary: Constitutional Rights Subcommittee, in executive session, approved for full committee consideration with amendments H.R. 2516, to prescribe penalties for certain acts of violence or intimidation.

CRIME

Committee on the Judiciary: Subcommittee on Criminal Laws and Procedures continued executive consideration of S. 917, proposed Safe Streets and Crime Control Act, and related measures, but did not conclude action thereon, and adjourned subject to call of the Chair.

FRANCHISES

Committee on the Judiciary: Antitrust and Monopoly Subcommittee began hearings on S. 2507, proposed Franchise Distribution Act of 1967, and S. 2321, proposed Franchise Competitive Practice Act of 1967, having as its witnesses Russell Hopkins, National Beer Wholesalers Association, accompanied by Aaron Wiss, State Beverage Distributors Association of New Jersey, and Maurice V. Hassell, Wisconsin Beer Wholesalers Association; Elliot S. Kaplan, Minneapolis; and Stanley Hayman, accompanied by Bernard Hellering, D. Taylor Matthews, and Robert Carver, all of the Independent Cash Register Dealers Association.

Hearings continue tomorrow.

TAX COURT

Committee on the Judiciary: Subcommittee on Improvements in Judicial Machinery held hearings on S. 2041, to transfer the U.S. Tax Court from the executive branch to the judicial branch of Government, with testimony from Senator Long of Louisiana, sponsor of the bill; Harry Mansfield, American Bar Association; and Mitchell Rogovin, Assistant Attorney General, Tax Division.

Hearings continue tomorrow.

VIETNAM CIVILIAN CASUALTIES

Committee on the Judiciary: Subcommittee on Refugees and Escapees continued its hearings to receive testimony regarding civilian casualties and civilian health care in South Vietnam, having as its witnesses Donald Luce, former head of the International Voluntary Services in Vietnam; James MacCracken, Church World Services; and Dean James R. Dumpson, Fordham University School of Social Service.

Hearings continue tomorrow.

EDUCATION

Committee on Labor and Public Welfare: Education Subcommittee met in executive session to consider S. 1125 and H.R. 7819, proposed Elementary and Secondary Education Amendments of 1967, but did not conclude action thereon, and recessed subject to call.

LAND CONDEMNATION BY TVA

Committee on Public Works: Committee held hearings on S. 1637, to provide that the issue of just compensation may be tried by a jury in cases involving land condemnation by the TVA. Testimony was received from Representatives Brock and Quillen, the latter of whom submitted a statement; Robert Kirk Walker, Tennessee Bar Association; Aubrey J. Wagner, Chairman, Tennessee Valley Authority; Shelby McCallum, Kentucky State Representative; James Story and Mrs. Corinne Whitehead, both of Lyon County, Ky.; Charles Thompson, Landowners Protective Association; and Prof. William H. Wicker and A. L. Foster, both representing the Tennessee Valley Public Power Association.

Hearings were adjourned subject to call.

House of Representatives

Chamber Action

Bills Introduced: 41 public bills, H.R. 13388-13428; 10 private bills, H.R. 13429-13438; and 10 resolutions, H. Res. 879-882, and H. Con. Res. 523-528, were introduced.

Pages H 13210-H 13212

Bills Reported: Reports were filed as follows:

H.R. 5910, regarding Pawnee Indian Tribe of Oklahoma, amended (H. Rept. 747);

H.R. 7820, regarding Fort Peck Indian Reservation, Mont., amended (H. Rept. 748);

H.R. 1499, regarding 300th anniversary of the explorations of Father Jacques Marquette in what is now the United States of America, amended (H. Rept. 749);

H.R. 10105, regarding 150th anniversary of the founding of the State of Mississippi (H. Rept. 750);

H.R. 10160, regarding 50th anniversary of the founding of the American Legion (H. Rept. 751);

H.R. 13212, regarding 200th anniversary of the founding of San Diego (H. Rept. 752); and

Private bills, S. 809, H.R. 1592, 3516, 3525, 3528, 5186, 4974, and 3866 (H. Repts. 753-760).

Page H 13210

Agriculture Appropriations: The House adopted by a voice vote the conference report on H.R. 10509, the Department of Agriculture and related agencies appropriation, 1968, and sent the legislation to the Senate.

The House receded and concurred with amendments to amendments Nos. 9, 31, 37, and 67, and insisted on its amendments Nos. 43 (by a record vote of 377 yeas to 8 nays); 56 (by a record vote of 362 yeas to 24 nays); and 63 (by a record vote of 391 yeas to 3 nays).

Pages H 13113-H13120

Postage Rates—Pay Raise: The House completed general debate on H.R. 7977, to adjust certain postage rates, to adjust the rates of basic compensation for certain officers and employees in the Federal Government, and to regulate the mailing of pandering advertisements, and began reading the bill for amendments.

H. Res. 939, the rule under which the legislation is being considered, was adopted earlier by a voice vote.

Pages H 13121-H 13153

Quorum Calls—Record Votes: Three quorum calls and three record votes developed during the proceedings of the House and appear on pages H13113, H13118, H13119, H13120, H13130, H13146.

Program for Wednesday: Adjourned at 7:43 p.m. until Wednesday, October 11, 1967, at 12 o'clock noon, when the House will continue consideration of H.R. 7977, the Postal Revenue and Federal Salary Act of 1967.

Committee Meetings

FOREST RESOURCES

Committee on Agriculture: Met in executive session and ordered reported favorably to the House the following bills:

S. 219, regarding the sale of land in Lander, Wyo.; and

S. 1136, regarding surveys of timber and other forest resources.

Announced their intention to conduct a public hearing on S. 852, to provide financial assistance in plans for works of improvement for land conservation and utilization.

DIGEST of Congressional Proceedings

OF INTEREST TO THE DEPARTMENT OF AGRICULTURE

UNITED STATES DEPARTMENT OF AGRICULTURE
WASHINGTON, D. C. 20250
OFFICIAL BUSINESS

POSTAGE AND FEES PAID
U. S. DEPARTMENT OF AGRICULTURE

OFFICE OF BUDGET AND FINANCE
(FOR INFORMATION ONLY;
NOT TO BE QUOTED OR CITED)

Issued November 21, 1967
For actions of November 20, 1967
90th-1st; No. 189

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HIGHLIGHTS: House passed bill to make newly acquired farms eligible for cropland adjustment program. Senate passed farm loan interest rate bill. Senate passed bill to facilitate exchange of forest lands for schools. Senate committee ordered reported bill to provide extension service for D. C.

SENATE

1. **FARM LOANS.** Passed as reported S. 2565, to amend the Federal Farm Loan Act and the Farm Credit Act of 1933 with respect to interest rates on farm loans (pp. S16751-3). This bill would: (1) Substitute a ceiling fixed by the respective bank directors with the approval of the Farm Credit Administration for the 6-percent-interest ceiling now prescribed by law for loans made by the Federal land banks and the banks for cooperatives, and (2) Remove a question concerning the authority of the production credit associations to charge interest rates in excess of those permitted by State laws.

2. FOREST LANDS. Passed without amendment H. R. 10442, to facilitate exchanges of forest lands for use for public schools. This bill will now be sent to the President. p. S16753
3. SOCIAL SECURITY. Continued debate on H. R. 12080, the social security bill (pp. S16790-167823). Adopted, 54-23, the Williams, Del., amendment to remove the ceiling on interest paid on series E Government savings bonds (pp. S16804-7)
4. EXTENSION SERVICE. The D. C. Committee ordered reported (but did not actually report) S. 1999, to provide extension service for D. C. p. D1053
5. ECONOMY. Several Sens. recommended the reexamination of the U. S. economy and balance of payments in light of devaluation of the British Pound. pp. S16753-4
6. ECONOMY; TAXATION. Several Sens. discussed the merits of the proposed tax increase. pp. S16757-63
7. POVERTY. Sen. Gruening urged that the Senate position on S. 2388, the poverty bill, be "preserved to the maximum extent possible" in the conference committee pp. S16769-70
8. ATTORNEYS' FEES. The Judiciary Committee reported without amendment S. 1073, to remove arbitrary limitations upon attorneys' fees for services rendered in proceedings before U. S. administrative agencies (S. Rept. 795). p. S16763
9. ADJOURNMENT. Agreed to a resolution to provide for adjournment from close of business Wed., Nov. 22, until Mon., Nov. 27. p. S16808

HOUSE

10. MILITARY CONSTRUCTION. Received the conference report on H. R. 13606, the military construction appropriation bill (H. Rept. 975). This bill includes provision for payment on the debt to CCC for foreign currencies used in prior years by the Defense Dept. for foreign military housing. pp. H15563-4
11. FLAMMABLE FABRICS. The Interstate and Foreign Commerce Committee reported with amendment S. 1003, to amend the Flammable Fabrics Act to increase the protection afforded consumers against injurious flammable fabrics (H. Rept. 972). p. H15670
12. OIL AND GAS LEASES. Passed with an amendment to substitute the language of H.R. 7940, (a similar bill) S. 1367, to soften, in certain circumstances, some of the rigors of present law providing for automatic termination of a Federal oil and gas lease if the lessee fails to make timely payment of the full rental due under the lease and thus to obviate the need for congressional examination of numerous bills to relieve individual lessees from the consequences of failure to make such payment. H. R. 7940, passed earlier as reported, was tabled. pp. H15567-8
13. CROPLAND ADJUSTMENT. Passed with an amendment to substitute the language of H. R. 2375 (a similar bill) S. 2126, to permit a farm to be placed in the cropland adjustment program without regard to the length of past ownership if that farm was acquired in replacement of an eligible farm which was taken by any Federal, State, or other agency by means of eminent domain proceedings. H. R. 2375, passed earlier as reported, was tabled. p. H15568

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Issued December 7, 1967
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HIGHLIGHTS: Both Houses agreed to conference report on meat inspection bill. Senate agreed to extend sugar agreement. Senate committee ordered reported bills for crude pine gum production stabilization and peanut acresage allotment transfer. Senate committee reported bill to provide extension service to D.C.

SENATE

1. SUGAR. Agreed to, 84-0, the resolution of ratification to extend the International Sugar Agreement of 1958. pp. S18021-2
2. EDUCATION. Continued debate on H. R. 7819, the elementary and secondary education bill. pp. S18019-39
3. PUBLIC LANDS. Passed as reported S. 1059, to amend the Act relating to the leasing of lands in Alaska for grazing purposes. This bill is to encourage and

assist in the development of the livestock industry in Alaska. It authorizes a longer term of grazing leases to attract long term financing up to 55 years in place of 20 years. pp. S17954-5

Passed as reported S. 1058, to authorize the Secretary of the Interior to sell lands embraced in certain terminated entries. pp. S17953-4

Passed as reported S. 286, to provide that the cost of certain investigations by the Bureau of Reclamation shall be nonreimbursable. The purpose of this bill is to make the policies of the Bureau of Reclamation, with respect to the reimbursability of costs of investigations, uniform and consistent within the Bureau itself and other agencies of the Government. pp. S17951-2

4. EXTENSION SERVICES. The District of Columbia Committee reported with amendments S. 1999, to provide extension services for D. C. (S. Rept. 888). p. S17962

Sen. Proxmire commended the work of the Cooperative Extension Service in Wisconsin in aiding low-income families. p. S18000

5. AGRICULTURE LEGISLATION. The Agriculture and Forestry Committee ordered reported (but did not actually report) the following bills: With amendment S. 2511, to provide price supports on crude pine gum; without amendment H. R. 11565, to authorize farmers to sell or lease their peanut acreage allotments; and H. R. 10864, to authorize the Secretary of Agriculture to convey certain lands in Ark., to a private firm. p. D1101

6. PAY BILL. Sen. Byrd, Va. commended the efforts of the Senate conferees on the bill to raise postal rates and increase the salaries of Federal employees, and urged the conferees to take the Senate position on the deletion of the provision to provide a Presidential salary commission. pp. S17986-7

7. ECONOMY; TAXATION. Sen. Proxmire disagreed with the proposed tax increase and stated that the devaluation of the British pound is no basis for a tax hike. pp. S17995-6

8. NATIONAL GRANGE. Sen. Mondale congratulated the National Grange on the celebration of its 100th anniversary. p. S17996

9. NATIONAL PARK. Sen. Yarborough inserted an article in support of his bill S. 4 to establish the Big Thicket National Park in Tex. pp. S18001-2

10. FEDERAL LAND BANK AWARD. Sen. Jordan, N. C., commended Sen. Holland on the receipt of the Federal Land Bank Golden Anniversary Medal Citation. p. S18003

11. FORESTRY. Sen. Morse urged that limitations be placed on log exports to Japan in an effort to protect the lumber industry of the Pacific Northwest. pp. S18046-7

HOUSE

12. MEAT INSPECTION. Both Houses agreed to (House vote 336-28) the conference report on H. R. 12144, the meat inspection bill (H. Rept. 998) (pp. H16454, H16335-55, S18039-46). This bill will now be sent to the President. As agreed to, the bill requires annual reports on the administration of the imported meat provisions of the act; deletes a provision in present law which gives the Secretary of Agriculture authority to exempt certain retail butchers and retail dealers from the application of full Federal meat inspection; provides for Federal

AMENDING THE DISTRICT OF COLUMBIA PUBLIC EDUCATION ACT

DECEMBER 6, 1967.—Ordered to be printed

Mr. MORSE, from the Committee on the District of Columbia,
submitted the following

REPORT

[To accompany S. 1999]

The Committee on the District of Columbia, to which was referred the bill (S. 1999) to amend the District of Columbia Public Education Act, having considered the same, reports favorably thereon with an amendment and recommends that the bill as amended do pass.

The amendment is as follows:

Strike out all after the enacting clause and insert new language as substituted.

PURPOSE OF THE BILL

The purpose of S. 1999 is to provide the citizens of the District of Columbia the services and benefits derived from a land-grant college. The bill would name The Federal City College as the land-grant college for the District of Columbia. The important provisions of S. 1999 that will carry out the objective of the bill are as follows:

The Federal City College would—

(1) Qualify under the Morrill Act of 1890 for a \$50,000 annual grant to be used for instruction in mechanic arts, home economics, youth and community development and environmental sciences, including instructor training, under the grant program administered by the Department of Health, Education, and Welfare.

(2) Participate, under the Bankhead-Jones Act of 1935 with the 50 States and Puerto Rico in further grants made available annually through HEW for the support of land-grant colleges. The college would receive an equal share of an annual national grant of \$7.8 million, or \$150,000 and, on a population basis, a share of a further national grant of \$4.3 million, or \$20,000—

for a total of \$170,000 to support such instruction. So as not to dilute the present entitlement of the 50 States and Puerto Rico to endowment and support funds, section 402 authorizes additional appropriations for this purpose of \$170,000 to take care of the District.

(3) Participate under the Smith-Lever Act in the Federal Extension Service program administered by the Department of Agriculture through the land-grant colleges by developing cooperative extension services including home economics and 4-H youth programs to people not residents in the college. Section 403 of the bill authorizes additional appropriations to extend the provisions of the extension program to the people of the District through the Federal City College. Four percent (4%) of the annual appropriation would be allotted the Department for administration.

(4) Qualify under the Agricultural Marketing Act for Department of Agriculture fund allotments for research, investigation, and experimentation in marketing, consumer education, food handling and packaging, etc.

(5) Receive, through the District government, a capital grant of \$7,241,706 as an endowment to be invested in bonds, the income to be used for support of the mechanic arts and agricultural programs of the college. The principal would be unimpaired, and if diminished would have to be restored by the District. This grant is in lieu of the land grants made to other colleges in earlier years under the first Morrill Act of 1862.

The committee has been advised that these programs will not involve any additional cost to the District of Columbia government.

BACKGROUND

The District of Columbia is the last remaining area in our Nation without the services of a land-grant college. This legislation would provide educational opportunities for citizens of the District of Columbia to study for careers in community services and to receive the benefits from cooperative extension programs.

The population of the District of Columbia is larger than 11 States of this Nation. Yet the people of the District of Columbia do not have their own land-grant college as do the 50 States and Puerto Rico. Young people looking toward careers in programs usually associated with land-grant colleges have had to apply for admission to States with land-grant universities. This has not been a satisfactory arrangement due to stringent student enrollment policies in the States and out-of-State tuition at land-grant colleges which are beyond the means of many potential college students in the District of Columbia.

In addition, the citizens of the District of Columbia have been denied cooperative extension programs that are connected with land-grant universities. Over the years, the Cooperative Extension Service has been increasing their services in home living, community improvement, and youth development in urban areas.

It became increasingly clear that the problems of providing educational opportunities for young people in certain disciplines associated with extension service, community services, environmental services, dietetics, home economics, as well as the problem of providing citizens

of the District of Columbia with cooperative extension service called for the establishment of a land-grant college in the District. Since the Federal City College, established by Congress November 7, 1966 (Public Law 89-791), is now developing a curriculum for course offerings in September of 1968, it seemed right to name this college as the land-grant college for the District of Columbia. The Department of Health, Education, and Welfare, the Department of Agriculture, as well as the Bureau of the Budget favor this approach if these services are to be provided to the citizens of the District.

NECESSITY FOR THE LEGISLATION

The purpose of or need for a land-grant college was well defined by Eugene Davenport, dean emeritus, College of Agriculture, University of Illinois (in an address delivered to the Association of Land-Grant Colleges and Universities, November 16, 1931):

First of all, a repository of the world's stock of knowledge so far as it is possible to bring it together in available form and so far as means are at hand, for the purpose.

Second, it is a research institution, provided with specialists and equipment for adding to this stock of knowledge as widely as would be profitable in the development of the State and as fast as resources will permit.

Third, it is a source of information on which any man may draw freely and at will.

Fourth, it is a meeting place where specialists and citizens may discuss difficult problems and lay plans for the further development of the State.

Fifth, it is a teaching institution because such a repository of knowledge and agency for the advancement of civilization is of necessity an ideal place for the education of young men and women who take preparation for life as a serious matter. The teaching service of such an institution will always, therefore, be a prominent part of its work, the student being the best means to the end of an ever-advancing civilization.

Sixth, it maintains in many lives a cooperative extension service for technical assistance outside the campus.

Your committee feels that the District of Columbia, faced with all of the problems and demands shared by the States, should be granted equitable means of resolution in the development of its land-grant college.

Funds to be made available are limited to instruction and instructional equipment and supplies in agriculture, mechanic arts, English, mathematics, natural and physical sciences, economic sciences, and special preparation of teachers (the funds may not be used for the purchase or preservation of buildings or the purchase of land). Fields of instruction which have particular importance in the evolving needs of the citizens of the District of Columbia would be added to the college curriculum.

In the Smith-Lever Act of 1914, Congress established the Extension Service which has been truly a cooperative organization in its mutually beneficial relationship with the States, the land-grant universities,

and the public. It would be difficult to overstate the spirit that has been fostered in the rural portions of America by services provided and stimulated by the Department of Agriculture with the voluntary participation of farmers and their families.

Since World War II, the Extension Service, in response to the demands of the people, has been expanding its programs into urban areas. The following quote from the report of the House Appropriations Committee on the fiscal year 1968 Agriculture appropriation bill is illustrative of this trend:

In view of the many agencies of the Department and the entire Federal Government engaged in community development activities, the committee feels that the additional funds can be used most effectively in programs which work directly with the youth of this Nation. The wholesome effect of 4-H Club activities has been so beneficial to rural youth that additional efforts to bring 4-H programs to young people in the congested and deprived urban areas of the United States would make an invaluable contribution to the moral, spiritual, and economic strength of this Nation.

Many cities in American have called, in one way or another, upon the Cooperative Extension Service for its leadership in setting up programs of training in home counseling and in youth development, as well as in other areas of concern. Many mayors of problem-plagued cities have known how effective these programs can be in creating greater family stability, in providing supplementary educational programs, and in salvaging dropouts from school and society from the brink of delinquency and despair.

Work in nonrural areas

Many cities have made effective use of the Cooperative Extension Service—especially 4-H youth development and extension home economics programs. Few areas in the Nation can show greater real need for expert, trained leadership in child care, public health, home counseling, and youth development than the District of Columbia. In view of the many calls for increased services in the Federal City, it is only right and just for Congress to make available to District residents opportunities for self-help programs that are available to New Yorkers, Chicagoans, and residents of other cities.

Extension-guided home counseling services and youth development programs have been initiated in recent months to provide leadership in public housing projects in such cities as Providence, R.I.; Portland, Oreg.; Kansas City, Mo.; Hartford, Manchester, and New Haven, Conn.; Newark, N.J.; Buffalo, N.Y.; and Warren, Ohio. Similar self-help, learning-by-doing programs are urgently needed for the thousands of families in the District's public housing developments and in many other low-income neighborhoods. Each public service department of the District—the school system, the Recreation Department, the Public Health Department, or any other—would be substantially augmented by making Extension Service programs available to the District of Columbia.

Needs in Washington, D.C.

Your committee has been informed that about 96,000 youngsters between the ages of 9 and 19 in 49,000 families live in circumstances

approaching abject poverty. This legislation would provide urgently needed supplemental assistance to youngsters and their families who are hopelessly caught up in impoverished circumstances by informational, educational, and vocational inadequacies.

Low-income people in Washington's congested areas

The family unit is considered to be the most important instrument in the process of developing the individual. Through this primary group the individual may acquire habits, ideals, attitudes, images, and examples which both stimulate and motivate him toward being a responsible citizen.

However, many families in congested areas of Washington have been unable to provide for their children the kind of home life which fosters good health and good citizenship. Often this is beyond their control and even beyond their understanding. Parents from many low-income groups are not familiar with adequate nutrition, good housekeeping standards, the care and development of children, and the need to foster sound values within the home. They presently lack skills in maintaining their homes, furnishings, and equipment.

In one census tract of 9,800 people, for example, 72 percent of all men and women over 25 lack high school education, and the rate of juvenile delinquency is highest for any area in the city. Statistics such as these only begin to tell the story of the District's economic and social problems.¹ High rates of poverty, disease, ignorance, and unemployment tend to occur simultaneously in many areas of the District.

Living in a blighted neighborhood has a corrosive effect upon the human spirit. All children raised in this kind of environment, however decent their own parents may be, are exposed to the examples of defeat and hopelessness of adults who have stopped caring, stopped trying. The constant contact with joblessness, poverty, ignorance, and ugliness destroys the innocence of the very young. It conditions their expectations, their view of themselves and what they can achieve.

The youth employment situation has serious dimensions in the District. For instance, most of the 6,000 young people registered with the District's Youth Offices of the U.S. Employment Service are without salable job qualifications.² More than 75 percent of them are high school dropouts. Jobs generally require a high school diploma and frequently require specialized training. Many of the youthful jobseekers have already come into contact with the law.

It has been found that a high proportion of the youth living in the District's crowded sections have poor attitudes, poor work habits, poor education, and deficiencies in the special skills needed for getting along in work situations. Many of the solutions of the complex problems of employability need long-run efforts. Most agencies concerned have specialized functions to perform, while the solutions need concerted efforts dealing with health, education, job orientation, and support.

The Cooperative Extension Service has demonstrated that it can fulfill a unique role of working with families and youth to help them raise their aspirations and make effective use of the services of the many specialized agencies. At the same time, the Extension Service

¹ Lucille Harrigan, "General Description of Washington, D.C.," first draft, Washington Center, June 28, 1967.

² Fred Z. Hetzel, "U.S. Employment Service for the District of Columbia, 15th Annual Conference of Metropolitan Issues."

would have collaborative and mutually beneficial relationships with schools, employment services, and other community agencies.

What the Cooperative Extension Service can do for families in the District

Extension has more than 50 years of experience which would be utilized to help families, including their youth, to improve their home situations, and manage their resources; to be productive in employment situations; and to develop values of good citizenship.

Extension is a "family-centered" program. One of its objectives is to reach adults and youth who do not take advantage of existing educational opportunities, and to motivate them to learn the skills, attitudes, and knowledge necessary for successful family living.

Extension aims to help disadvantaged families and youth learn to secure and use goods and services in such a way as to achieve the greatest satisfaction for all family members.

Children and adults would participate in learning experiences that would reinforce each other—information on nutrition, sanitation, and personal hygiene, for example. They would learn to use community resources of benefit to the family and would become involved in community organizations.

Homemakers would develop home management skills; good house-keeping practices; buymanship; care and use of foods, clothing, household furnishings, and equipment; as well as better child development and human relationships.

Husbands would become involved in the learning experiences Extension provides to homemakers and youth.

Families would develop a feeling of self-reliance and an appreciation for the benefits gained from using knowledge to improve family well-being. Eventually they would establish immediate and long-term goals which are compatible, practical, and attainable.

SECTION-BY-SECTION ANALYSIS OF S. 1999 RELATING TO AMENDING
THE DISTRICT OF COLUMBIA PUBLIC EDUCATION ACT

TITLE IV—MISCELLANEOUS PROVISIONS

Section 401

Authorizes the Federal City College as the land-grant college for the District of Columbia to cooperate with the Department of Health, Education, and Welfare and the Department of Agriculture to carry out the provisions of the act. The District of Columbia Public Education Act would be amended to permit the District to avail itself of the benefits of the Morrill Act, approved July 2, 1862 (12 Stat. 503; 7 U.S.C. 301–305, 307, 308); approved Aug. 30, 1890 (26 Stat. 417; 7 U.S.C. 321–326, 382); and act making appropriations for the Department of Agriculture for the fiscal year ending June 13, 1908, approved Mar. 4, 1907 (34 Stat. 1256, 1281; 7 U.S.C. 322); the act of May 8, 1914 (38 Stat. 372; 7 U.S.C. 341–346, 347a, 348, 349); Sec. 22 of the act of June 29, 1935 (49 Stat. 436; 7 U.S.C. 329); the act of 1940 (54 Stat. 39; 7 U.S.C. 331), and the Agricultural Marketing Act of 1946 (60 Stat. 1087; 7 U.S.C. 1621–1629).

The term "State" as used in the aforementioned laws or provision of laws shall include the District of Columbia. Among other provisions, this definition would give an annual permanent grant of \$50,000 to

the District of Columbia as now is provided for each State and Territory by the Second Morrill Act, dated August 30, 1890, as amended.

Gives the newly established Federal City College the authority to cooperate with the Department of Health, Education, and Welfare and the U.S. Department of Agriculture in carrying out provisions of this act. The college would receive the benefits of the act of Congress of July 2, 1862, for instruction in "agriculture and mechanical arts." The Secretary of Agriculture would be authorized to adopt Extension programs to the needs of the District of Columbia. A memorandum of understanding would be signed by the president of the Federal City College and the Secretary of Agriculture to carry out Extension programs in 4-H youth development, home economics, and related fields of service, and to provide necessary teaching and research support.

Section 402(a)—Annual appropriation

The Bankhead-Jones Act, dated June 29, 1935, as amended, authorized two additional grants to each State and Territory:

(1) A uniform annual grant of \$150,000 (a total of \$7,650,000); and

(2) An allocation on a population basis of \$4,300,000.

The benefits of the annual appropriation should be made available to the District of Columbia on the basis that it provides equitable treatment for the District of Columbia but does not reduce the shares of the States and Puerto Rico.

The provisions of S. 1999, therefore, propose that—

(1) The authorization for the uniform annual appropriation be increased by \$150,000 to permit the District of Columbia to receive a share identical to that authorized for each State and Puerto Rico.

(2) The authorization based on population be increased by \$20,000 to \$4,320,000 to provide an equitable share for the District of Columbia without causing a reduction in the allocations for any of the States or Puerto Rico. The share for the District of Columbia in fiscal year 1968 would have approximated \$18,100 with the balance providing minor increases for the States and Puerto Rico.

Section 402(b)—Capital grant

The first Morrill Act, dated July 2, 1862, provided for the Federal donating of public lands to the States and Territories and authorized grants to the States and Territories and authorized grants to the States of 30,000 acres of land or the equivalent in scrip for each Senator and each Representative which the State was entitled to have in the Congress in 1860. The act required that moneys derived from the sale of land or scrip "shall forever remain unimpaired." In addition, it provided that interest on the perpetual fund be for the "endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life."

If the original provisions of the first Morrill Act were extended to include the District of Columbia and a capital grant were based on current populations, 120,000 acres of land or equivalent scrip would be required. Equitable use of this formula, however, seems impossible. Rather, it is proposed that the method provided for the State of Hawaii be used as the base for determining a grant which would be fair to all of the States and the District of Columbia.

Hawaii was the first instance in which a direct cash appropriation was made in lieu of some form of land or land-scrip. As a result of an analysis of States whose populations, situations, and land-grant college characteristics closely approximated that of Hawaii, an endowment of \$10 million was proposed. In addition, it was shown that seven of the last 10 States admitted to the Union, excluding Alaska and Hawaii, had land grants valued in excess of \$6 million (using a value of \$50 an acre).

Public Law 86-624, the Hawaii Omnibus Act, provided an authorization of \$6 million, which in view of all considerations has been accepted by your committee as a base for developing a capital grant for the District of Columbia. While there exist factors which support higher endowments for Hawaii and the District of Columbia and characteristics with degrees of variance, the most appropriate overall formula is to obtain a grant amount in terms of the Hawaii grant and the ratio of populations of that State and the District of Columbia. Using data of the 1960 census, this method yields an amount of \$7,241,706 for a capital grant fund for the District of Columbia.

The sum of \$7,241,706 is small in comparison to the total needs but is an amount which compares fairly to that granted to each State.

Sec. 403

The Smith-Lever Act of May 8, 1914 (38 Stat. 372; 7 USC 341-346, 347a, 348, 349) provides for a cooperative extension program with land-grant colleges, consisting of the giving of information and practical demonstrations in agriculture and home economics and subjects related thereto to persons not attending or resident in such colleges and imparting information on said subjects through demonstrations, publications, and otherwise. The work is to be carried on in such manner as may be mutually agreed upon by the Secretary of Agriculture and the land-grant college. The Federal Extension Service of the Department of Agriculture is also authorized to furnish technical and other services and coordinate the extension work of the Department and the several States.

This section would designate the District of Columbia as a State and The Federal City College as the land-grant college in the District for the purposes of the Smith-Lever programs. Funds allotted to the States under the Smith-Lever Act are on a formula basis. Under the formula, each State is entitled to receive a sum equal to the amount received by it in 1962. Any additional appropriations for allotment to the States are allotted on the basis of 20 percent being divided equally among the States and the remainder being allotted on the basis of rural and farm population. Under the formula, the District of Columbia would share only in the 20 percent allotment since it was not receiving any moneys in 1962 and because it is an urban rather than a rural community. The sharing of the District in the 20 percent allocation would also result in a diminution in the amount of such 20 percent going to the other States.

S. 1999, as amended, therefore provides for appropriations, in addition to, and not in substitution for, sums otherwise appropriated under the Smith-Lever Act, or otherwise appropriated for agricultural extension work, in such sums as Congress may determine, to finance the extension of the Smith-Lever Act to the District of Columbia. Thus, the formula distribution to the other States would not be disturbed by S. 1999 and the District would receive such amounts as may specifically be appropriated for it. The Federal Extension Service of the Department of Agriculture is authorized to retain 4 per centum of any such appropriation, as is the case with appropriations now authorized.

Another departure from the provisions of the Smith-Lever Act is with respect to the matching of allotted funds. The Smith-Lever Act provides that payments out of appropriations, available in 1962, may be made subject to such matching from non-Federal funds as the Congress may provide at the time of making such additional appropriations. Traditionally the Congress has provided for a 50-50 matching. S. 1999, as amended, provides that the District shall not be required to match Federal allotments under the Smith-Lever Act.

S. 1999 would become effective as to the Smith-Lever Act upon the availability of funds appropriated to carry out the extension of that act to the District of Columbia.

Other provisions of the Smith-Lever Act would apply to the District of Columbia and the Federal City College in the same manner as they apply to States and land-grant colleges.

Administration and programing

The Director of the District of Columbia Cooperative Extension Service would be located at Federal City College to implement the Extension programs. He would relate to the institution's administration and organization so as to have access to its expertise in home economics and youth work, and in other fields.

The Agricultural Marketing Act of 1946 authorizes the promotion through research, studies, experimentation, and cooperation of a scientific approach to marketing, transportation, and distribution of agricultural products. Section 204(b) of that act authorizes the Department to make allotments to State departments of agriculture, State bureaus and departments of marketing, State agricultural experiment stations, and other appropriate State agencies for cooperative projects in marketing service and marketing research. Designating the District of Columbia as a "State" for the purpose of this authority would permit allotments to appropriate agencies of the District of Columbia. Allotments under section 204(b) are required to be matched by non-Federal funds.

In addition to moneys available for allotment to States under section 204(b), appropriations are also authorized for use by the Department of Agriculture in cooperating with State agencies and others, including persons or cooperations engaged in the production, transportation, storage, processing, marketing, and distribution of agricultural products. As to this authority, the Department of Agriculture can presently cooperate with appropriate organizations in the District of Columbia.

Section 404

The First Morrill Act, as an example, requires that its provisions are not effective until the State legislature signifies its acceptance of

the terms and conditions of the act. In the case of the District of Columbia, such provisions would require two separate but related legislative actions by the Congress of the United States:

- (1) Basic enabling legislation; and
- (2) Legislation showing acceptance for the District of Columbia.

This section permits accomplishment of both actions in a single law, thereby eliminating a second action. The section, of course, applies to the District of Columbia and does not affect the existing right of consent of the several States.

Section 405

Establishes the date for appropriating funds to carry out the acts cited in the bill. The following acts would be effective in the District of Columbia through the Federal City College beginning after June 8, 1968: The Second Morrill Act (7 U.S.C. 321-326, 382), amended by the act of March 4, 1907 (7 U.S.C. 322), total yearly appropriation \$50,000; The Bankhead-Jones Act of 1935 (7 U.S.C. 329), total yearly appropriation \$170,000; The Retirement Act of March 4, 1940 (7 U.S.C. 331), no additional appropriations needed; The Agricultural Marketing Act of 1946 (7 U.S.C. 1621-29), funds are allotted to an institution of higher learning as needed to carry out research, investigation, and experimentation in marketing consumer education, food handling and packaging, etc. Funds are made available through the U.S. Department of Agriculture.

The Morrill Act of July 2, 1862 (7 U.S.C. 301-305, 307, 308) authorizes to be appropriated after June 30, 1968, a capital grant of \$7,241,706 as an endowment to be invested in bonds, the income to be used for support of instruction and instructional equipment at the Federal City College.

In the case of the Smith-Lever Act of May 8, 1914 (7 U.S.C. 341-346, 347a, 348, 349), cooperative extension programs in the District of Columbia would begin upon the date appropriations are made available for the purposes of the act. The U.S. Department of Agriculture would request appropriations yearly for extension programs in the District of Columbia based on a memorandum of understanding and plans of work agreed to between the President of the Federal City College and the Secretary of the Department of Agriculture.

The Subcommittee on Public Health, Education, Welfare, and Safety held 2 days of hearings, taking testimony from 10 witnesses. The record shows that every organization affected by educational programs and outreaching services of land-grant colleges favored the legislation. No opposition was expressed to the bill. Organizations testifying on behalf of the legislation include: the U.S. Department of Agriculture, the District of Columbia Board of Commissioners, the District of Columbia Department of Public Health, the U.S. Department of Health, Education, and Welfare, and the Washington Technical Institute.

CONCLUSION

Your committee has involved itself deeply for several years in ways in which to best bring higher educational opportunities in certain disciplines of study, and cooperative extension programs to the

citizens of the District of Columbia and believe this legislation to be the best possible way.

Your committee is of the opinion that the citizens of the District of Columbia should be entitled to all the benefits and services derived from a land-grant college which are now enjoyed by citizens of the 50 States and Puerto Rico. Therefore, the committee recommends that the Federal City College be designated as the land-grant college for the District of Columbia in order that the college can provide educational opportunities to the citizens of the District in certain areas of study that would not be otherwise offered; and that the college be authorized to establish a cooperative extension program to serve the citizens of the District. Your committee unanimously recommends that S. 1999 be enacted.

CHANGES IN EXISTING LAW

In compliance with subsection (4) of rule XXIX of the Standing Rules of the Senate, changes in existing law in the bill, as reported, are shown as follows (existing law proposed to be omitted is enclosed in black brackets, new matter is printed in italic, existing law in which no change is proposed is shown in roman):

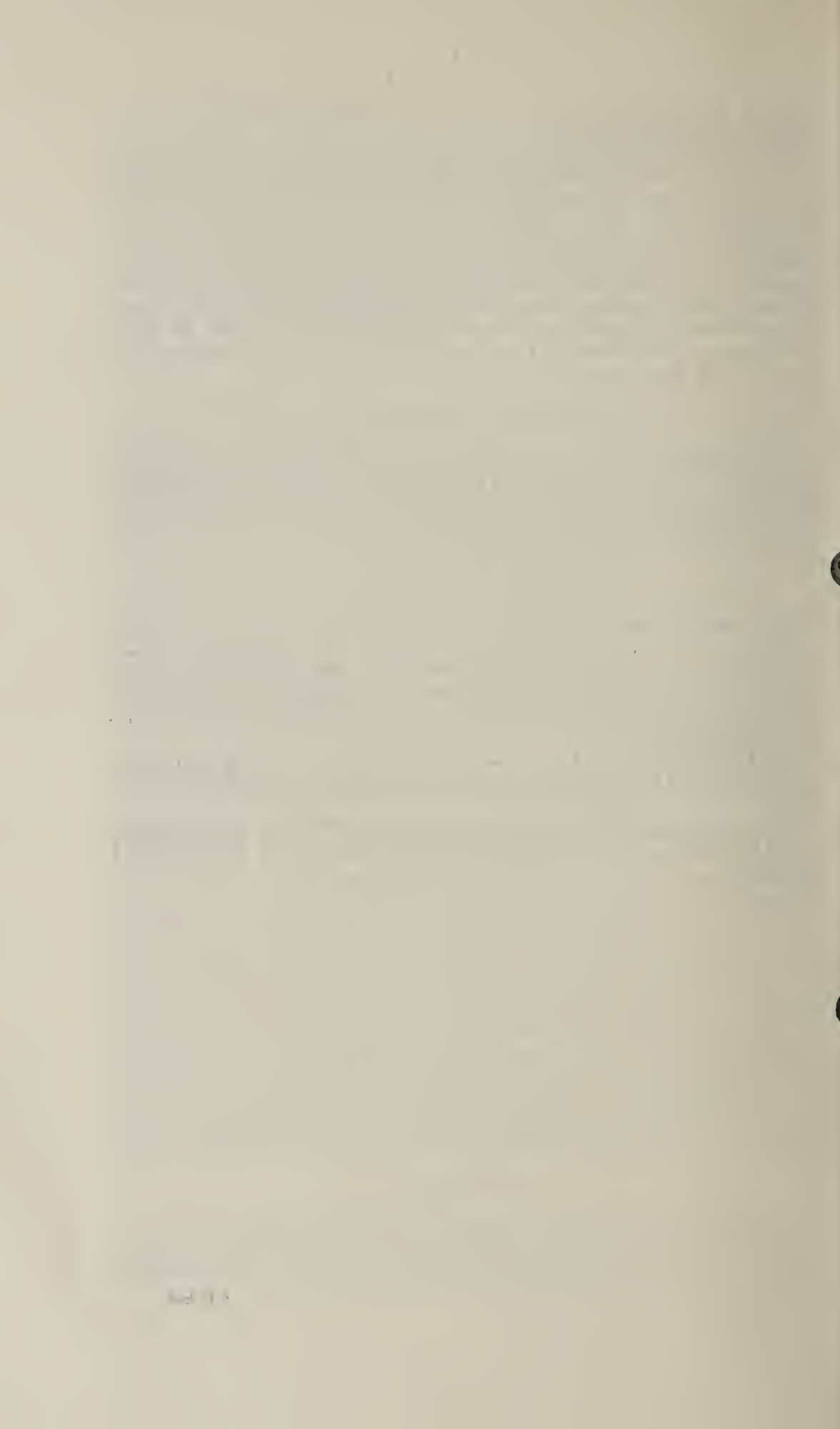
(49 Stat. 436, 439)

SEC. 22. In order to provide for the more complete endowment and support of the colleges in the several States and Puerto Rico entitled to the benefits of sections 301-305, 307, 308, 321-326 and 328 of this title, there are authorized to be appropriated annually, out of any money in the Treasury not otherwise appropriated, the following amounts:

(a) for the first fiscal year beginning after the date of enactment of this Act, and for each fiscal year thereafter, **[\$7,650,000]** *\$7,800,000*; and

(b) for the first fiscal year beginning after the date of enactment of this Act, and for each fiscal year thereafter, **[\$4,300,000]** *\$4,320,000*.

○



90TH CONGRESS
1ST SESSION

S. 1999

[Report No. 888]

IN THE SENATE OF THE UNITED STATES

JUNE 23 (legislative day, JUNE 12), 1967

Mr. MORSE introduced the following bill; which was read twice and referred to the Committee on the District of Columbia

DECEMBER 6, 1967

Reported by Mr. MORSE, with amendments

[Strike out all after the enacting clause and insert the part printed in italic]

A BILL

To amend title II of the District of Columbia Public Education Act.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*
3 That title II of the District of Columbia Public Education
4 Act is amended by adding at the end thereof the following
5 new section:

6 “SEC. 206. In the administration of the Act entitled
7 ‘An Act to apply a portion of the proceeds of the public
8 lands to the more complete endowment and support of the
9 colleges for the benefit of agriculture and the mechanic arts
10 established under the provisions of an Act of Congress ap-
11 proved July second, eighteen hundred and sixty-two’, ap-

1 proved August 30, 1890 (~~26 Stat. 417; 7 U.S.C. 321-326,~~
 2 ~~328~~); the tenth paragraph under the heading 'EMERGENCY
 3 APPROPRIATIONS' of the Act entitled 'An Act making ap-
 4 propriations for the Department of Agriculture for the fiscal
 5 year ending June thirtieth, nineteen hundred and eight', ap-
 6 proved March 4, 1907 (~~34 Stat. 1256, 1281; 7 U.S.C.~~
 7 ~~322~~); the Act of May 8, 1914 (~~38 Stat. 372; 7 U.S.C. 341-~~
 8 ~~346, 347a, 348, 349~~); the Act of March 2, 1887 (~~24 Stat.~~
 9 ~~440; 7 U.S.C. 361a-361i~~); the Act of July 22, 1963 (~~77~~
 10 ~~Stat. 90; 7 U.S.C. 390, 390a-390k~~); the Act of June 29,
 11 1935 (~~49 Stat. 436; 7 U.S.C. 329, 427, 427i~~); and the
 12 Agricultural Marketing Act of 1946 (~~60 Stat. 1087; 7~~
 13 ~~U.S.C. 1621-1629~~), the Washington Technical Institute au-
 14 thorized by this title shall be considered to be a college
 15 established for the benefit of agriculture and the mechanic arts
 16 in accordance with the provisions of the Act of July 2, 1862
 17 (~~12 Stat. 503; 7 U.S.C. 301-305, 307, 308~~), and the term
 18 'State' as used in the aforementioned laws or provisions of
 19 laws shall include the District of Columbia."

20 *That the District of Columbia Public Education Act is*
 21 *amended by adding at the end thereof the following new*
 22 *title:*

1 *TITLE IV—MISCELLANEOUS PROVISIONS*

2 *SEC. 401. In the administration of the Act entitled “An*
3 *Act to apply a portion of the proceeds of the public lands to*
4 *the more complete endowment and support of the colleges for*
5 *the benefit of agriculture and the mechanic arts established*
6 *under the provisions of an Act of Congress approved July*
7 *second, eighteen hundred and sixty-two”, approved August*
8 *30, 1890 (26 Stat. 417; 7 U.S.C. 321–326, 328); the*
9 *tenth paragraph under the heading “Emergency Appropria-*
10 *tions” of the Act entitled “An Act making appropriations for*
11 *the Department of Agriculture for the fiscal year ending*
12 *June thirtieth, nineteen hundred and eight”, approved March*
13 *4, 1907 (34 Stat. 1256, 1281; 7 U.S.C. 322); the Act of*
14 *May 8, 1914 (38 Stat. 372; 7 U.S.C. 341–346, 347a, 348,*
15 *349); section 22 of the Act of June 29, 1935 (49 Stat. 436;*
16 *7 U.S.C. 329); the Act of March 4, 1940 (54 Stat. 39; 7*
17 *U.S.C. 331); and the Agricultural Marketing Act of 1946*
18 *(60 Stat. 1087; 7 U.S.C. 1621–1629), the Federal City*
19 *College authorized by this Act shall be considered to be a col-*
20 *lege established for the benefit of agriculture and the mechanic*
21 *arts in accordance with the provisions of the Act of July 2,*
22 *1862 (12 Stat. 503; 7 U.S.C. 301–305, 307, 308), and*

1 the term "State" as used in the aforementioned laws or pro-
 2 visions of laws shall include the District of Columbia.

3 SEC. 402. (a) Section 22 of the Act of June 29, 1935
 4 (49 Stat. 436; 7 U.S.C. 329), as amended, is amended by
 5 striking out "\$7,650,000" and inserting in lieu thereof "\$7,-
 6 800,000", and by striking out "\$4,300,000" and inserting
 7 in lieu thereof "\$4,320,000".

8 (b) In lieu of extending to the District of Columbia
 9 those provisions of the Act of July 2, 1862 (12 Stat. 503;
 10 7 U.S.C. 301-305, 307, 308), relating to donations of public
 11 lands or land scrip for the endowment and maintenance of
 12 colleges for the benefit of agriculture and the mechanic arts,
 13 there is authorized to be appropriated to the District of Co-
 14 lumbia the sum of \$7,241,706. Amounts appropriated under
 15 this subsection shall be held and considered to have been
 16 granted to the District of Columbia subject to those provisions
 17 of that Act applicable to the proceeds from the sale of land
 18 or land scrip.

19 SEC. 403. There are hereby authorized to be appropriated
 20 such sums as may be necessary to extend the provisions of
 21 the Act of May 8, 1914 (38 Stat. 372; 7 U.S.C. 341-346,
 22 347a, 348, 349), to the District of Columbia. Sums so ap-
 23 propriated shall be in addition to and not in substitution for,
 24 sums otherwise appropriated under such Act, or otherwise
 25 appropriated for agricultural extension work. Four per

1 *centum of the sum so appropriated for each fiscal year shall*
2 *be allotted to the Federal Extension Service, Department of*
3 *Agriculture, for administrative, technical, and other services*
4 *of the Department in carrying out the purposes of this sec-*
5 *tion. The District of Columbia shall not be required to offset*
6 *allotments authorized under this section.*

7 *SEC. 404. The enactment of this title, shall, as respects*
8 *the District of Columbia, be deemed to satisfy any require-*
9 *ment of State consent contained in any of the laws or pro-*
10 *visions of law referred to in this title.*

11 *SEC. 405. Except with respect to the provisions relating*
12 *to the extension of the Act of May 8, 1914 (38 Stat. 372; 7*
13 *U.S.C. 341-346, 347a, 348, 349), to the District of Colum-*
14 *bia, this title shall be effective with respect to appropriations*
15 *with respect to fiscal years beginning after June 30, 1968.*
16 *In the case of the provisions of the Act of May 8, 1914, so*
17 *extended, such provisions shall take effect upon the date*
18 *appropriations are made available for the purpose of carrying*
19 *out such extension.*

Amend the title so as to read: "A bill to amend the
District of Columbia Public Education Act."

90TH CONGRESS
1ST SESSION

S. 1999

[Report No. 888]

A BILL

To amend title II of the District of Columbia
Public Education Act.

By Mr. MORSE

JUNE 23 (legislative day, JUNE 12), 1967
Read twice and referred to the Committee on the
District of Columbia

DECEMBER 6, 1967
Reported with amendments

DIGEST of Congressional Proceedings

OF INTEREST TO THE DEPARTMENT OF AGRICULTURE

UNITED STATES DEPARTMENT OF AGRICULTURE
WASHINGTON, D. C. 20250
OFFICIAL BUSINESS

POSTAGE AND FEES PAID
U. S. DEPARTMENT OF AGRICULTURE

OFFICE OF BUDGET AND FINANCE
(FOR INFORMATION ONLY;
NOT TO BE QUOTED OR CITED)

Issued December 11, 1967
For actions of December 8, 1967
90th-1st; No. 201

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Dairy.....11	Meat inspection.....18	Research.....3
Economy.....13	Minerals.....19	Rural development.....8
Education.....2,14	Peanuts.....5	Social security.....9
Electrification.....12	Pine gum.....4	Taxes.....13

HIGHLIGHTS: Senate committee reported bills to stabilize crude pine production and to authorize transfer of peanut acreage allotments. Senate agreed to conference report on poverty bill. Senate passed bill to provide extension service to D. C.

SENATE

1. **POVERTY.** Agreed, 62-16, to the conference report on S. 2388, the poverty bill (pp. S18222-34). The bill would continue the anti-poverty program for two years and would authorize \$1.98 billion for the first year and \$2.18 billion for the second.
2. **EDUCATION.** Continued debate on H. R. 7819, the elementary and secondary education bill. pp. S18215-22, S18258-60, S18262-71, S18273-6
3. **EXTENSION SERVICE RESEARCH.** Passed as reported S. 1999, to make the Federal City College a land-grant college for the purpose of extending to the District of Columbia the extension service, marketing research, and agricultural college endowment programs. pp. S18243-5

4. PINE GUM. The Agriculture and Forestry Committee reported with amendments S. 2511, to provide for price supports on crude pine gum (S. Rept. 907). p. S18182
5. PEANUTS. The Agriculture and Forestry Committee reported without amendment H. R. 11565, to authorize the sale or lease of peanut acreage allotments (S. Rept. 908). p. S18182
6. RECLAMATION. Passed as reported S. 51, to authorize the Merlin division, Rogue River Basin project, Ore. pp. S18257-8
7. FOREIGN TRADE. Sen. Long, Mo., discussed foreign agricultural markets and inserted an article, "A Look Ahead at Agricultural Trade Policy." pp. S18191-3
8. RURAL DEVELOPMENT. Sen. Mundt urged the House to consider as early as possible next year S. J. Res. 64, to establish a Commission on Balanced Economic Development, and inserted several articles on urban-rural economic balance. pp. S18193-5
9. SOCIAL SECURITY. Several Senators spoke in opposition to the proposed conference report on H. R. 12080, the social security bill. pp. S18260-2
10. ADJOURNED until Mon., Dec. 11. p. S18280

ITEMS IN APPENDIX

11. DAIRY. Sen. Javits inserted the speech of a member of the National Milk Producers Federation, "What Dairymen Can Do," dealing with the "problems" of the dairy industry. pp. A6043-4
12. ELECTRIFICATION. Extension of remarks of Rep. Bow stating that the proposed Electric Reliability Act is an "unwise attempt to extend Federal control...into areas...better served by...private enterprise," and insertion of excerpts of a supporting statement by an Ohio Power Co. vice president. p. A6047
13. TAXES; ECONOMY. Extension of remarks by Rep. Colmer on the "problems" of spending and taxes and the insertion of excerpts of his remarks on this subject. pp. A6048-9, A6064-5
Rep. Robison inserted an article by a Budget Bureau consultant, "A New Road to a Stable Economy." pp. A6067-8
14. EDUCATION. Reps. Bow and Pucinski inserted articles praising the vocational education program. pp. A6052-3, A6072-3
15. BUDGET. Extension of remarks of Rep. Dingell expressing concern for the "impact which an across-the-board budget cut might have," and insertion of supporting statements from the various regulatory agencies. pp. A6058-61
16. JOB CORPS. Extension of remarks of Rep. Udall praising the Job Corps and insertion of an article, "One of the Nation's Best Camps." pp. A6062-3
17. FOREIGN TRADE. Rep. Reuss inserted a statement by the State Dept. and the Office of the Special Representative for Trade Negotiations, "Progress Achieved in the Reduction of Nontariff Barriers to Trade." pp. A6071-2

Mr. MANSFIELD. Mr. President, I ask unanimous consent to have printed in the RECORD an excerpt from the report (No. 887), explaining the purposes of the bill.

There being no objection, the excerpt was ordered to be printed in the RECORD, as follows:

PURPOSE OF THE BILL

The purpose of S. 1247, as amended by this committee, is to authorize the government of the District of Columbia to regulate the use of and to fix and collect rents for the occupancy of space in, on, under, or over the streets of the District of Columbia and to authorize the closing of unused or unsafe vaults under streets and the correction of dangerous condition of vaults in or vault openings in public space.

NEED FOR THE LEGISLATION

S. 1247 is needed to enable the District of Columbia government to fix reasonable rentals and establish regulations for the effective control of the use by private parties for gain of publicly owned spaces along, beneath, and over the streets within the District.

Many streets in the District of Columbia are used to their full capacity for the movement of vehicular and pedestrian traffic. On many streets, however, the movement of traffic does not require the full use of the street, and there has been a tendency on the part of operators of businesses along such streets to encroach on portions of the public right of way. This situation occurs with particular frequency on those streets where the sidewalk, or the sidewalk and parking, is of considerable width and in the streets in areas of the city primarily used for industrial purposes, where vehicular or pedestrian traffic is light and where there is no apparent demand for the use of the street by the general public. This situation has developed gradually to the point where, if it is discontinued, there would be considerable economic dislocation and inconvenience to the public. One example is that of automobile parking lots which provide offstreet parking for automobiles. These parking lots depend upon the use of public space for the movement of the automobiles parked on the lots, and for their storage, either for a short time or for a relatively long period of time. Access facilities available to the parking lot operator frequently make it mandatory for him to use public space for shifting vehicles. Parking lots are only one example of a practice which has been general throughout the District.

One solution to the problem would be to require that no use be made of public space for private gain. To enforce such a requirement would be difficult and require a large number of police. It is also questionable whether such a practice would be in the public interest. There is a demand in the District for the use of public space for private gain by the owners of private property abutting such space, or by the operators of businesses on such abutting property. There are areas in the streets which are not now, and may not in the foreseeable future, be required for use by the general public. The District government and the committee believe that until there is a need by the public for such space, there is no good reason why such street areas should not be made available to abutting property owners, upon payment of adequate compensation to the District, under regulations making it clear that the user would acquire no right, title, or interest in any space he may be permitted to use, and that such use may be terminated whenever the public interest requires. At present, because the District feels it is without legal authority to charge and collect rentals, there are some 896 units of space devoted to parking lot and car sales uses and 31 sidewalk cafes occupying

public space rent free. S. 1247 will permit the District to establish reasonable rents and contemplates that the public will receive an equitable return for such profitable uses of its property.

Respecting space beneath the streets, in the act of September 1, 1916 (D.C. Code, sec. 7-901), the Congress recognized the desirability of allowing the District to make public space available for use by abutting property owners. A considerable amount of the space under the streets of the District, including the tree space, the sidewalks, and the parking (the area between the sidewalk and the building line) is occupied by "commercial vaults"; that is, vaults abutting other than one- and two-family dwellings. According to the District's records, there are 1,954 such vaults. During the fiscal year ending June 30, 1966, 922 vaults were used by the owner or occupants of the abutting property. Approximately 850 of the vaults are either not now used, are fuel tanks which are not covered by existing law, or are vaults with respect to which the owners of private property abutting public space in which such vaults are located are not required to pay rent.

The 1917 Appropriations Act (D.C. Code, sec. 7-901) authorizes and directs the assessment and collection of rent from all users of space occupied under the sidewalks and streets in the District of Columbia, which is occupied or used in connection with the business of the users. Rentals charged for vault space in fiscal year 1966 total \$76,317.

At present, the District collects or attempts to collect rent only from persons actually using or occupying the vaults. Under existing law the District is unable to take action with respect to a large number of commercial vaults since allegedly they are not used or occupied by the owners or occupants of abutting property. Also, unused vaults may constitute a danger to the public, but absent imminent danger, the committee is advised that existing law affords us adequate means for the District to take or require corrective action.

Consequently, the District government recommends enactment of S. 1247 because it will provide not only authority to assess rent against the users of vaults and other public space in the rights-of-way of the city, but also with authority to require the closing off or filling up of vaults which owners of abutting property may not desire to use, and to correct dangerous conditions arising from the existence of a vault or vault opening.

With respect to the manner in which the use of public space is to be controlled, particularly from the standpoint of insuring that its use will not be to the detriment of the public, the committee is advised that the District government contemplates adopting regulations somewhat similar to those adopted with respect to the use of space on streets which have been denominated as business streets, but adapted to take into consideration the needs of persons utilizing public space for business purposes, as authorized by the bill. The committee believes that, with the enactment of the bill, the local government will be in a much better position to require improvements in the appearance of public space used by persons in abutting private property, or the discontinuance of such use. The record before the committee indicates that one of the major problems in connection with controlling the use of public space is a shortage of manpower and a reluctance to require the discontinuance of a use which in many cases has become a necessary one. However, it is anticipated that some of the rental revenue from such use could be appropriated to employ personnel to police the uses made of public space, and to take appropriate action with respect to unauthorized uses.

It is difficult to estimate the income the District may derive from the rental of

public space for commercial business if S. 1247 is enacted in view of the large number of imponderables, such as, for example, the availability of public space, the willingness of a potential user to pay a specified rent, and the variations in the assessed valuation of private property. So far as the subsurface public space is concerned, the District estimates potential annual rental revenue from vaults at \$154,000. With respect to the surface and supersurface of public space, it is estimated the potential annual rental income would amount to \$150,000 from parking lots, \$31,000 from used car lots, and \$27,000 from sidewalk cafes.

The title was amended, so as to read: "A bill to authorize the Commissioner of the District of Columbia to fix and collect rents for the occupancy of space in, on, under, or over the streets of the District of Columbia, to authorize the closing of unused or unsafe vaults under such streets and the correction of dangerous conditions of vaults in or vault openings on public spaces, and for other purposes."

AMENDMENT OF THE DISTRICT OF COLUMBIA EDUCATION ACT

The Senate proceeded to consider the bill (S. 1999) to amend title II of the District of Columbia Public Education Act which had been reported from the Committee on the District of Columbia with an amendment, to strike out all after the enacting clause and insert:

"That the District of Columbia Public Education Act is amended by adding at the end thereof the following new title:

"TITLE IV—MISCELLANEOUS PROVISIONS

"SEC. 401. In the administration of the Act entitled "An Act to apply a portion of the proceeds of the public lands to the more complete endowment and support of the colleges for the benefit of agriculture and the mechanic arts established under the provisions of an Act of Congress approved July second, eighteen hundred and sixty-two", approved August 30, 1890 (26 Stat. 417; 7 U.S.C. 321-326, 328); the tenth paragraph under the heading "Emergency Appropriations" of the Act entitled "An Act making appropriations for the Department of Agriculture for the fiscal year ending June thirtieth, nineteen hundred and eight", approved March 4, 1907 (34 Stat. 1256, 1281; 7 U.S.C. 322); the Act of May 8, 1914 (38 Stat. 372; 7 U.S.C. 341-346, 347a, 348, 349); section 22 of the Act of June 29, 1935 (49 Stat. 436; 7 U.S.C. 329); the Act of March 4, 1940 (54 Stat. 39; 7 U.S.C. 331); and the Agricultural Marketing Act of 1946 (60 Stat. 1087; 7 U.S.C. 1621-1629), the Federal City College authorized by this Act shall be considered to be a college established for the benefit of agriculture and the mechanic arts in accordance with the provisions of the Act of July 2, 1862 (12 Stat. 503; 7 U.S.C. 301-305, 307, 308), and the term "State" as used in the aforementioned laws or provisions of laws shall include the District of Columbia.

"SEC. 402. (a) Section 22 of the Act of June 29, 1935 (49 Stat. 436; 7 U.S.C. 329), as amended, is amended by striking out "\$7,650,000" and inserting in lieu thereof "\$7,800,000", and by striking out "\$4,300,000" and inserting in lieu thereof "\$4,320,000".

"(b) In lieu of extending to the District of Columbia those provisions of the Act of July 2, 1862 (12 Stat. 503; 7 U.S.C. 301-305, 307, 308), relating to donations of public lands or land scrip for the endowment and maintenance of colleges for the benefit of agriculture and the mechanic arts, there is authorized to be appropriated to the District of Columbia the sum of \$7,241,706. Amounts

appropriated under this subsection shall be held and considered to have been granted to the District of Columbia subject to those provisions of that Act applicable to the proceeds from the sale of land or land scrip.

"Sec. 403. There are hereby authorized to be appropriated such sums as may be necessary to extend the provisions of the Act of May 8, 1914 (38 Stat. 372; 7 U.S.C. 341-346, 347a, 348, 349), to the District of Columbia. Sums so appropriated shall be in addition to and not in substitution for, sums otherwise appropriated under such Act, or otherwise appropriated for agricultural extension work. Four per centum of the sum so appropriated for each fiscal year shall be allotted to the Federal Extension Service, Department of Agriculture, for administrative, technical, and other services of the Department in carrying out the purposes of this section. The District of Columbia shall not be required to offset allotments authorized under this section.

"Sec. 404. The enactment of this title, shall, as respects the District of Columbia, be deemed to satisfy any requirement of State consent contained in any of the laws or provisions of law referred to in this title.

"Sec. 405. Except with respect to the provisions relating to the extension of the Act of May 8, 1914 (38 Stat. 372; 7 U.S.C. 341-346, 347a, 348, 349), to the District of Columbia, this title shall be effective with respect to appropriations with respect to fiscal years beginning after June 30, 1968. In the case of the provisions of the Act of May 8, 1914, so extended, such provisions shall take effect upon the date appropriations are made available for the purpose of carrying out such extension."

The amendment was agreed to.

The bill was ordered to be engrossed for a third reading, read the third time, and passed.

The title was amended, so as to read: "A bill to amend the District of Columbia Public Education Act."

Mr. MANSFIELD. Mr. President, I ask unanimous consent to have printed in the RECORD an excerpt from the report (No. 888), explaining the purposes of the bill.

There being no objection, the excerpt was ordered to be printed in the RECORD, as follows:

PURPOSE OF THE BILL

The purpose of S. 1999 is to provide the citizens of the District of Columbia the services and benefits derived from a land-grant college. The bill would name The Federal City College as the land-grant college for the District of Columbia. The important provisions of S. 1999 that will carry out the objective of the bill are as follows:

The Federal City College would—

(1) Quality under the Morrill Act of 1890 for a \$50,000 annual grant to be used for instruction in mechanic arts, home economics, youth and community development and environmental sciences, including instructor training, under the grant program administered by the Department of Health, Education, and Welfare.

(2) Participate under the Bankhead-Jones Act of 1935 with the 50 States and Puerto Rico in further grants made available annually through HEW for the support of land-grant colleges. The college would receive an equal share of an annual national grant of \$7.8 million, or \$150,000 and, on a population basis, a share of a further national grant of \$4.3 million, or \$20,000—for a total of \$170,000 to support such instruction. So as not to dilute the present entitlement of the 50 States and Puerto Rico to endowment and support funds, section 402 authorizes additional appropriations for this purpose of \$170,000 to take care of the District.

(3) Participate under the Smith-Lever Act in the Federal Extension Service program administered by the Department of Agriculture through the land-grant colleges by developing cooperative extension services including home economics and 4-H youth programs to people not residents in the college. Section 403 of the bill authorizes additional appropriations to extend the provisions of the extension program to the people of the District through the Federal City College. Four percent (4%) of the annual appropriation would be allotted the Department for administration.

(4) Qualify under the Agricultural Marketing Act for Department of Agriculture fund allotments for research, investigation, and experimentation in marketing, consumer education, food handling and packaging, etc.

(5) Receive through the District government, a capital grant of \$7,241,706 as an endowment to be invested in bonds, the income to be used for support of the mechanic arts and agricultural programs of the college. The principal would be unimpaired, and if diminished would have to be restored by the District. This grant is in lieu of the land grants made to other colleges in earlier years under the first Morrill Act of 1862.

The committee has been advised that these programs will not involve any additional cost to the District of Columbia government.

BACKGROUND

The District of Columbia is the last remaining area in our Nation without the services of a land-grant college. This legislation would provide educational opportunities for citizens of the District of Columbia to study for careers in community services and to receive the benefits from cooperative extension programs.

The population of the District of Columbia is larger than 11 States of this Nation. Yet the people of the District of Columbia do not have their own land-grant college as do the 50 States and Puerto Rico. Young people looking toward careers in programs usually associated with land-grant colleges have had to apply for admission to States with land-grant universities. This has not been a satisfactory arrangement due to stringent students enrollment policies in the States and out-of-State tuition at land-grant colleges which are beyond the means of many potential college students in the District of Columbia.

In addition, the citizens of the District of Columbia have been denied cooperative extension programs that are connected with land-grant universities. Over the years, the Cooperative Extension Service has been increasing their services in home living, community improvement, and youth development in urban areas.

It became increasingly clear that the problems of providing educational opportunities for young people in certain disciplines associated with extension service, community services, environmental services, dietetics, home economics, as well as the problem of providing citizens of the District of Columbia with cooperative extension service called for the establishment of a land-grant college in the District. Since the Federal City College, established by Congress November 7, 1966 (Public Law 89-791), is now developing a curriculum for course offerings in September of 1968, it seemed right to name this college as the land-grant college for the District of Columbia. The Department of Health, Education, and Welfare, the Department of Agriculture, as well as the Bureau of the Budget favor this approach if these services are to be provided to the citizens of the District.

NECESSITY FOR THE LEGISLATION

The purpose of or need for a land-grant college was well defined by Eugene Davenport, dean emeritus, College of Agriculture, University of Illinois (in an address delivered

to the Association of Land-Grant Colleges and Universities, November 16, 1931):

"First of all, a repository of the world's stock of knowledge so far as it is possible to bring it together in available form and so far as means are at hand, for the purpose.

"Second, it is a research institution, provided with specialists and equipment for adding to this stock of knowledge as widely as would be profitable in the development of the State and as fast as resources will permit.

"Third, it is a source of information on which any man may draw freely and at will.

"Fourth, it is a meeting place where specialists and citizens may discuss difficult problems and lay plans for the further development of the State.

"Fifth, it is a teaching institution because such a repository of knowledge and agency for the advancement of civilization is of necessity an ideal place for the education of young men and women who take preparation for life as a serious matter. The teaching service of such an institution will always, therefore, be a prominent part of its work, the student being the best means to the end of an ever-advancing civilization.

"Sixth, it maintains in many lives a cooperative extension service for technical assistance outside the campus."

Your committee feels that the District of Columbia, faced with all of the problems and demands shared by the States, should be granted equitable means of resolution in the development of its land-grant college.

Funds to be made available are limited to instruction and instructional equipment and supplies in agriculture, mechanic arts, English, mathematics, natural and physical sciences, economic sciences, and special preparation of teachers (the funds may not be used for the purchase or preservation of buildings or the purchase of land). Fields of instruction which have particular importance in the evolving needs of the citizens of the District of Columbia would be added to the college curriculum.

In the Smith-Lever Act of 1914, Congress established the Extension Service which has been truly a cooperative organization in its mutually beneficial relationship with the States, the land-grant universities, and the public. It would be difficult to overstate the spirit that has been fostered in the rural portions of America by services provided and stimulated by the Department of Agriculture with the voluntary participation of farmers and their families.

Since World War II, the Extension Service, in response to the demands of the people, has been expanding its programs into urban areas. The following quote from this report of the House Appropriations Committee on the fiscal year 1968 Agriculture appropriation bill is illustrative of this trend:

"In view of the many agencies of the Department and the entire Federal Government engaged in community development activities, the committee feels that the additional funds can be used most effectively in programs which work directly with the youth of this Nation. The wholesome effect of 4-H Club activities has been so beneficial to rural youth that additional efforts to bring 4-H programs to young people in the congested and deprived urban areas of the United States would make an invaluable contribution to the moral, spiritual, and economic strength of this Nation."

Many cities in America have called, in one way or another, upon the Cooperative Extension Service for its leadership in setting up programs of training in home counseling and in youth development, as well as in other areas of concern. Many mayors of problem-plagued cities have known how effective these programs can be in creating greater family stability, in providing supplementary educational programs, and in salvaging dropouts from school and society from the brink of delinquency and despair.

Work in nonrural areas

Many cities have made effective use of the Cooperative Extension Service—especially 4-H youth development and extension home economics programs. Few areas in the Nation can show greater real need for expert, trained leadership in child care, public health, home counseling, and youth development than the District of Columbia. In view of the many calls for increased services in the Federal City, it is only right and just for Congress to make available to District residents opportunities for self-help programs that are available to New Yorkers, Chicagoans, and residents of other cities.

Extension-guided home counseling services and youth development programs have been initiated in recent months to provide leadership in public housing projects in such cities as Providence, R.I.; Portland, Oreg.; Kansas City, Mo.; Hartford, Manchester, and New Haven, Conn.; Newark, N.J.; Buffalo, N.Y.; and Warren, Ohio. Similar self-help, learning-by-doing programs are urgently needed for the thousands of families in the District's public housing developments and in many other low-income neighborhoods. Each public service department of the District—the school system, the Recreation Department, the Public Health Department, or any other—would be substantially augmented by making Extension Service programs available to the District of Columbia.

Needs in Washington, D.C.

Your committee has been informed that about 96,000 youngsters between the ages of 9 and 19 in 49,000 families live in circumstances approaching abject poverty. This legislation would provide urgently needed supplemental assistance to youngsters and their families who are hopelessly caught up in impoverished circumstances by informational, educational, and vocational inadequacies.

Low-income people in Washington's congested areas

The family unit is considered to be the most important instrument in the process of developing the individual. Through this primary group the individual may acquire habits, ideals, attitudes, images, and examples which both stimulate and motivate him toward being a responsible citizen.

However, many families in congested areas of Washington have been unable to provide for their children the kind of home life which fosters good health and good citizenship. Often this is beyond their control and even beyond their understanding. Parents from many low-income groups are not familiar with adequate nutrition, good housekeeping standards, the care and development of children, and the need to foster sound values within the home. They presently lack skills in maintaining their homes, furnishings, and equipment.

In one census tract of 9,800 people, for example, 72 percent of all men and women over 25 lack high school education, and the rate of juvenile delinquency is highest for any area in the city. Statistics such as these only begin to tell the story of the District's economic and social problems.¹ High rates of poverty, disease, ignorance, and unemployment tend to occur simultaneously in many areas of the District.

Living in a blighted neighborhood has a corrosive effect upon the human spirit. All children raised in this kind of environment, however decent their own parents may be, are exposed to the examples of defeat and hopelessness of adults who have stopped caring, stopped trying. The constant contact with joblessness, poverty, ignorance, and ugliness destroys the innocence of the very

young. It conditions their expectations, their view of themselves and what they can achieve.

The youth employment situation has serious dimensions in the District. For instance, most of the 6,000 young people registered with the District's Youth Offices of the U.S. Employment Service are without salable job qualifications.² More than 75 percent of them are high school dropouts. Jobs generally require a high school diploma and frequently require specialized training. Many of the youthful jobseekers have already come into contact with the law.

It has been found that a high proportion of the youth living in the District's crowded sections have poor attitudes, poor work habits, poor education, and deficiencies in the special skills needed for getting along in work situations. Many of the solutions of the complex problems of employability need long-run efforts. Most agencies concerned have specialized functions to perform, while the solutions need concerted efforts dealing with health, education, job orientation, and support.

The Cooperative Extension Service has demonstrated that it can fulfill a unique role of working with families and youth to help them raise their aspirations and make effective use of the services of the many specialized agencies. At the same time, the Extension Service would have collaborative and mutually beneficial relationships with schools, employment services, and other community agencies.

What the Cooperative Extension Service can do for families in the District

Extension has more than 50 years of experience which would be utilized to help families, including their youth, to improve their home situations, and manage their resources; to be productive in employment situations; and to develop values of good citizenship.

Extension is a "family-centered" program. One of the objectives is to reach adults and youth who do not take advantage of existing educational opportunities, and to motivate them to learn the skills, attitudes, and knowledge necessary for successful family living.

Extension aims to help disadvantaged families and youth learn to secure and use goods and services in such a way as to achieve the greatest satisfaction for all family members.

Children and adults would participate in learning experiences that would reinforce each other—information on nutrition, sanitation, and personal hygiene, for example. They would learn to use community resources of benefit to the family and would become involved in community organizations.

Homemakers would develop home management skills; good housekeeping practices; buymanship; care and use of foods, clothing, household furnishings, and equipment; as well as better child development and human relationships.

Husbands would become involved in the learning experiences Extension provides to homemakers and youth.

Families would develop a feeling of self-reliance and an appreciation for the benefits gained from using knowledge to improve family well-being. Eventually they would establish immediate and long-term goals which are compatible, practical, and attainable.

BILLS PASSED OVER

The bill (H.R. 2454) for the relief of the children of Mrs. Doris E. Warren was announced as next in order.

² Fred Z. Hetzel, "U.S. Employment Service for the District of Columbia, 15th Annual Conference of Metropolitan Issues."

Mr. MANSFIELD. Over, Mr. President. The PRESIDING OFFICER. The bill will be passed over.

The bill (H.R. 1537) for the relief of Thomas M. Scanlon was announced as next in order.

Mr. MANSFIELD. Over, Mr. President. The PRESIDING OFFICER. The bill will be passed over.

OUR LADY OF PILAR CATHOLIC CHURCH

The bill (H.R. 1894) for the relief of Our Lady of Pilar Catholic Church in Santa Ana, Calif., was considered, ordered to a third reading, read the third time, and passed.

BILL PASSED OVER

The bill (H.R. 6004) for the relief of Swift-Train Co. was announced as next in order.

Mr. MANSFIELD. Over, Mr. President. The PRESIDING OFFICER. The bill will be passed over.

JURY SELECTION

The Senate proceeded to consider the bill (S. 989) to provide improved judicial machinery for the selection of Federal juries, and for other purposes which had been reported from the Committee on the Judiciary, with an amendment, to strike out all after the enacting clause and insert:

That this Act may be cited as the "Jury Selection and Service Act of 1967".

SEC. 101. The caption, analysis, and sections 1861 through 1869 of chapter 121 of title 28, United States Code, are amended to read as follows:

"CHAPTER 121.—JURIES; TRIAL BY JURY

"Sec.

"1861. Declaration of policy.

"1862. Discrimination prohibited.

"1863. Plan for random jury selection.

"1864. Drawing of names from the master jury wheel; completion of juror qualification form.

"1865. Qualifications for jury service.

"1866. Selection and summoning of jury panels.

"1867. Challenging compliance with selection procedures.

"1868. Maintenance and inspection of records.

"1869. Definitions.

"1870. Challenges.

"1871. Fees.

"1872. Issues of fact in Supreme Court.

"1873. Admiralty and maritime cases.

"1874. Actions on bonds and specialties.

"§ 1861. Declaration of policy

"It is the policy of the United States that all litigants in Federal courts entitled to trial by jury shall have the right to grand and petit juries selected at random from a fair cross section of the community in the district or division wherein the court convenes. It is further the policy of the United States that all citizens shall have the opportunity to be considered for service on grand and petit juries in the district courts of the United States, and shall have an obligation to serve as jurors when summoned for that purpose.

"§ 1862. Discrimination prohibited

"No citizen shall be excluded from service as a grand or petit juror in the district courts of the United States on account of race, color, religion, sex, national origin, or economic status.

¹ Lucille Harrigan, "General Description of Washington, D.C.," first draft, Washington Center, June 28, 1967.

"§ 1863. Plan for random jury selection

"(a) Each United States district court shall devise and place into operation a written plan for random selection of grand and petit jurors that shall be designed to achieve the objectives of sections 1861 and 1862 of this title, and that shall otherwise comply with the provisions of this title. The plan shall be placed into operation after approval by a reviewing panel consisting of the members of the judicial council of the circuit and either the chief judge of the district whose plan is being reviewed or such other active district judge of that district as the chief judge of the district may designate. The panel shall examine the plan to ascertain that it complies with the provisions of this title. If the reviewing panel finds that the plan does not comply, the panel shall state the particulars in which the plan fails to comply and direct the district court to present within a reasonable time an alternative plan remedying the defect or defects. Separate plans may be adopted for each division or combination of divisions within a judicial district. The district court may modify a plan at any time and it shall modify the plan when so directed by the reviewing panel. The district court shall promptly notify the panel, the Administrative Office of the United States Courts, and the Attorney General of the United States, of the initial adoption and future modifications of the plan by filing copies therewith. Each district court shall submit a report on the jury selection process within its jurisdiction to the Administrative Office of the United States Courts in such form and at such times as the Judicial Conference of the United States may specify. The Judicial Conference of the United States may, from time to time, adopt rules and regulations governing the provisions and the operation of the plans formulated under this title.

"(b) Among other things, such plan shall—

"(1) either establish a jury commission, or authorize the clerk of the court, to manage the jury selection process. If the plan establishes a jury commission, the district court shall appoint one citizen to serve with the clerk of the court as the jury commission: *Provided, however,* That the plan for the District of Columbia may establish a jury commission consisting of three citizens. The citizen jury commissioner shall not belong to the same political party as the clerk serving with him. The clerk or the jury commission, as the case may be, shall act under the supervision and control of the chief judge of the district court or such other judge of the district court as the plan may provide. Each jury commissioner shall, during his tenure in office, reside in the judicial district or division for which he is appointed. Each citizen jury commissioner shall receive compensation to be fixed by the district court plan at a rate not to exceed \$50 per day for each day necessarily employed in the performance of his duties, plus reimbursement for travel, subsistence, and other necessary expenses incurred by him in the performance of such duties. The Judicial Conference of the United States may establish standards for allowance of travel, subsistence, and other necessary expenses incurred by jury commissioners.

"(2) specify whether the names of prospective jurors shall be selected from the voter registration lists or the lists of actual voters of the political subdivisions within the district or division. The plan shall prescribe some other source or sources of names in addition to voter lists where necessary to foster the policy and protect the rights secured by sections 1861 and 1862 of this title. The plan may prescribe some other source or sources of names in lieu of voter lists but only where necessary to foster the policy and protect the rights secured by sections 1861 and

1862 of this title: *Provided, however,* That the plan for the District of Columbia may require the names of prospective jurors to be selected from the city directory rather than from voter lists, and that the plans for the districts of Puerto Rico and the Canal Zone may prescribe some other source or sources of names of prospective jurors in lieu of voter lists, the use of which shall be consistent with the policies declared and rights secured by section 1861 and 1862 of this title.

"(3) specify detailed procedures to be followed by the jury commission or clerk in selecting names from the sources specified in paragraph (2) of this subsection. These procedures shall be designed to ensure the random selection of a fair cross section of the persons residing in the community in the district or division wherein the court convenes. They shall ensure that names of persons residing in each of the counties, parishes, or similar political subdivisions within the judicial district or division are placed in a master jury wheel; and shall ensure that each county, parish, or similar political subdivision within the district or division is substantially proportionally represented in the master jury wheel for that judicial district, division, or combination of divisions. For the purposes of determining proportional representation in the master jury wheel, either the number of actual voters at the last general election in each county, parish, or similar political subdivision, or the number of registered voters if registration of voters is uniformly required throughout the district or division may be used.

"(4) provide for a master jury wheel (or a device similar in purpose and function) into which the names of those randomly selected shall be placed. The plan shall fix a minimum number of names to be placed initially in the master jury wheel, which shall be at least one-half of 1 per centum of the total number of persons on the lists used as a source of names for the district or division; but if this number of names is believed to be cumbersome and unnecessary, the plan may fix a smaller number of names to be placed in the master wheel, but in no event less than one thousand. The chief judge of the district court, or such other district court judge as the plan may provide, may order additional names to be placed in the master jury wheel from time to time as necessary. The plan shall provide for periodic emptying and refilling of the master jury wheel at specified times.

"(5) specify those groups of persons or occupational classes whose members shall, on individual request therefor, be excused from jury service. Such groups or classes shall be excused only if the district court finds, and the plan states, that jury service by such class or group would entail undue hardship or extreme inconvenience to the members thereof, and excuse of members thereof would not be inconsistent with sections 1861 and 1862 of this title.

"(6) specify those groups of persons or occupational classes whose members shall be barred from jury service on the ground that they are exempt. Such groups or classes shall be exempt only if the district court finds, and the plan states, that their exemption is in the public interest and would not be inconsistent with sections 1861 and 1862 of this title. The plan shall provide for exemption of the following persons: (i) members in active service in the Armed Forces of the United States; (ii) members of the fire or police departments of any State, district, territory, possession, or subdivision thereof; (iii) public officers in the executive, legislative, or judicial branches of the Government of the United States, or any State, district, territory, or possession or subdivision thereof, who are actively engaged in the performance of official duties.

"(7) fix the distance, either in miles or in travel time, from each place of holding court

beyond which prospective jurors residing shall, on individual request therefor, be excused from jury service on the ground of undue hardship in traveling to the place where court is held.

"(8) fix the time when the names drawn from the qualified jury wheel shall be disclosed to parties and to the public. If the plan permits these names to be made public, it may nevertheless permit the chief judge of the district court, or such other district court judge as the plan may provide, to keep these names confidential in any case where the interests of justice so require.

"(9) specify the procedures to be followed by the clerk or jury commission in assigning persons whose names have been drawn from the qualified jury wheel to grand and petit jury panels.

"(c) The initial plan shall be devised by each district court and transmitted to the reviewing panel specified in subsection (a) of this section within one hundred and twenty days of the date of enactment of the Jury Selection and Service Act of 1967. The panel shall approve or direct the modification of each plan so submitted within sixty days thereafter. Each plan or modification made at the direction of the panel shall become effective after approval at such time thereafter as the panel directs, in no event to exceed ninety days from the date of approval. Modifications made at the instance of the district court under subsection (a) of this section shall be effective at such time thereafter as the district court directs, in no event to exceed ninety days from the date of modification.

"(d) State, local, and Federal officials having custody, possession, or control of voter registration lists, lists of actual voters, or other appropriate records shall make such lists and records available to the jury commission or clerks for inspection, reproduction, and copying at all reasonable times as the commission or clerk may deem necessary and proper for the performance of duties under this title. The district courts shall have jurisdiction upon application by the Attorney General of the United States to compel compliance with this subsection by appropriate process.

"§ 1864. Drawing of names from the master jury wheel; completion of juror qualification form

"(a) From time to time as directed by the district court, the clerk or a district judge shall publicly draw at random from the master jury wheel the names of as many persons as may be required for jury service. The clerk or jury commission shall prepare an alphabetical list of the names drawn, which list shall not be disclosed to any person except pursuant to the district court plan and to sections 1867 and 1868 of this title. The clerk or jury commission shall mail to every person whose name is drawn from the master wheel a juror qualification form accompanied by instructions to fill out and return the form, duly signed and sworn, to the clerk or jury commission by mail within ten days. If the person is unable to fill out the form, another shall do it for him, and shall indicate that he has done so and the reason therefor. In any case in which it appears that there is an omission, ambiguity, or error in a form, the clerk or jury commission shall return the form with instructions to the person to make such additions or corrections as may be necessary and to return the form to the clerk or jury commission within ten days. Any person who fails to return a completed juror qualification form as instructed may be summoned by the clerk or jury commission forthwith to appear before the clerk or jury commission to fill out a juror qualification form. A person summoned to appear because of failure to return a juror qualification form as instructed who personally appears and executes a juror qualifi-

90TH CONGRESS
2D SESSION

H. R. 15280

IN THE HOUSE OF REPRESENTATIVES

FEBRUARY 8, 1968

MR. NELSEN (for himself, Mr. HORTON, Mr. O'KONSKI, and Mr. MATHIAS of Maryland) introduced the following bill; which was referred to the Committee on the District of Columbia

A BILL

To amend the District of Columbia Public Education Act.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*
3 That the District of Columbia Public Education Act is
4 amended by adding at the end thereof the following new
5 title:

6 TITLE IV—MISCELLANEOUS PROVISIONS

7 SEC. 401. In the administration of the Act entitled "An
8 Act to apply a portion of the proceeds of the public lands to
9 the more complete endowment and support of the colleges for
10 the benefit of agriculture and the mechanic arts established
11 under the provisions of an Act of Congress approved July

1 second, eighteen hundred and sixty-two", approved August
2 30, 1890 (26 Stat. 417; 7 U.S.C. 321-326, 328) ; the
3 tenth paragraph under the heading "Emergency Appropria-
4 tions" of the Act entitled "An Act making appropriations for
5 the Department of Agriculture for the fiscal year ending
6 June thirtieth, nineteen hundred and eight", approved March
7 4, 1907 (34 Stat. 1256, 1281; 7 U.S.C. 322) ; the Act of
8 May 8, 1914 (38 Stat. 372; 7 U.S.C. 341-346, 347a, 348,
9 349) ; section 22 of the Act of June 29, 1935 (49 Stat. 436;
10 7 U.S.C. 329) ; the Act of March 4, 1940 (54 Stat. 39; 7
11 U.S.C. 331) ; and the Agricultural Marketing Act of 1946
12 (60 Stat. 1087; 7 U.S.C. 1621-1629), the Federal City
13 College authorized by this Act shall be considered to be a col-
14 lege established for the benefit of agriculture and the mechanic
15 arts in accordance with the provisions of the Act of July 2,
16 1862 (12 Stat. 503; 7 U.S.C. 301-305, 307, 308), and
17 the term "State" as used in the aforementioned laws or pro-
18 visions of laws shall include the District of Columbia.

19 SEC. 402. (a) Section 22 of the Act of June 29, 1935
20 (49 Stat. 436; 7 U.S.C. 329), as amended, is amended by
21 striking out "\$7,650,000" and inserting in lieu thereof "\$7,-
22 800,000", and by striking out "\$4,300,000" and inserting
23 in lieu thereof "\$4,320,000".

24 (b) In lieu of extending to the District of Columbia
25 those provisions of the Act of July 2, 1862 (12 Stat. 503;

1 7 U.S.C. 301-305, 307, 308) , relating to donations of public
2 lands or land scrip for the endowment and maintenance of
3 colleges for the benefit of agriculture and the mechanic arts,
4 there is authorized to be appropriated to the District of Co-
5 lumbia the sum of \$7,241,706. Amounts appropriated under
6 this subsection shall be held and considered to have been
7 granted to the District of Columbia subject to those provisions
8 of that Act applicable to the proceeds from the sale of land
9 or land scrip.

10 SEC. 403. There are hereby authorized to be appropriated
11 such sums as may be necessary to extend the provisions of
12 the Act of May 8, 1914 (38 Stat. 372; 7 U.S.C. 341-346,
13 347a, 348, 349) , to the District of Columbia. Sums so ap-
14 propriated shall be in addition to and not in substitution for,
15 sums otherwise appropriated under such Act, or otherwise
16 appropriated for agricultural extension work. Four per
17 centum of the sums so appropriated for each fiscal year shall
18 be allotted to the Federal Extension Service, Department of
19 Agriculture, for administrative, technical, and other services
20 of the Department in carrying out the purposes of this sec-
21 tion. The District of Columbia shall not be required to offset
22 allotments authorized under this section.

23 SEC. 404. The enactment of this title, shall, as respects
24 the District of Columbia, be deemed to satisfy any require-

1 ment of State consent contained in any of the laws or pro-
2 visions of law referred to in this title.

3 SEC. 405. Except with respect to the provisions relating
4 to the extension of the Act of May 8, 1914 (38 Stat. 372; 7
5 U.S.C. 341-346, 347, 348, 349), to the District of Colum-
6 bia, this title shall be effective with respect to appropriations
7 with respect to fiscal years beginning after June 30, 1968.
8 In the case of the provisions of the Act of May 8, 1914, so
9 extended, such provisions shall take effect upon the date
10 appropriations are made available for the purpose of carrying
11 out such extension.

A BILL

To amend the District of Columbia Public Education Act.

By Mr. NELSEN, Mr. HORTON, Mr. O'KONSKI,
and Mr. MATTHEWS of Maryland

FEBRUARY 8, 1968

Referred to the Committee on the District of Columbia

April 2, 1968

HOUSE

9. POULTRY. The Agriculture Committee voted to report (but did not actually report) H. R. 16363, amended, Poultry Products Inspection Act amendments. p. D284
10. EXTENSION SERVICE. The District of Columbia Committee voted to report (but did not actually report) H. R. 15280, to provide an extension service program for D. C. p. D284
11. TAXATION. Rep. Patman stated that acting on the administration's tax surcharge proposal is "the most effective solution" to avoiding ruinous inflation (p. H2473). Rep. Gonzalez repeated Rep. Wilbur Mills' statement "that even with passage of the entire tax package, including the 10-percent surtax, that inflation of at least 3 percent could be expected." p. H2479
12. EMPLOYMENT. The Post Office and Civil Service Committee reported H. Con. Res. 705, to assist veterans who have served in Vietnam or elsewhere in obtaining suitable employment (H. Rept. 1272). p. H2503
13. FOREIGN AID. Received from the Foreign Affairs Committee a report, "The Involvement of U. S. Private Enterprise in Developing Countries" (H. Rept. 1271). p. H2503
14. WEATHER. The Interstate and Foreign Commerce Committee reported H. Con. Res. 723, requesting the President to cooperate in the world weather program, including research and a weather watch system (H. Rept. 1273). pp. H2503-4
15. APPALACHIA. Both Houses received the annual report of the Appalachian Regional Commission (H. Doc. 294). pp. H2479, S3731-2
16. HOUSING. Rep. Fatcell spoke on the participation of private enterprise in solving national housing problems and inserted the formula used by an Ohio private company in efforts toward neighborhood renewal. pp. H2499-2501
Rep. McCormack praised a recent million-dollar HUD commitment for housing rehabilitation in Mass. pp. H2480-1
17. EDUCATION. Rep. Annunzio commended and inserted Rep. Patman's testimony on the proposed higher education bill. pp. H2482-4
18. CIVIL RIGHTS. Rep. Celler inserted his remarks before the Rules Committee urging action on the civil rights bill. pp. H2486-9
Rep. Barrett urged action by the Rules Committee on the civil rights bill and inserted a supporting editorial. p. H2501
19. ELECTRIFICATION. Received the annual report of the Federal Power Commission. p. H2503
20. FOREIGN TRADE. Rep. Monagan said trade opportunities in the West would now be of great assistance to the new Czech regime who wish to relax and liberalize and who find their trade relations with the U.S.S.R. a restraining and constricting influence. p. H2478

EXTENSION OF REMARKS

21. ECONOMICS; TRADE. Sen. Javits inserted Richard Gardner's address: International Economic Policy: Time for Some Giant Steps.", in which he recommends that the industrialized non-Communist nations form an industrial free trade area through the gradual elimination of tariff and nontariff barriers. pp. E2521-2
22. EDUCATION. Sen. Morse inserted statements of recommendations for national action affecting higher education. pp. E2535-42, E2542-3, E2556-60
Sen. Morse inserted an article, "National Educational Organizations and the Changing Politics of Education." pp. E2568-70
23. WATER POLLUTION. Sen. Morse inserted remarks and news items warning that it is necessary to move quickly to head off the problem of water and air pollution that shadows the development of thermal nuclear powerplants in the Pacific Northwest. pp. E2545-8
24. ELECTRIFICATION. Sen. Moss inserted FPC Chairman White's address discussing problems and setting forth his views on the need for legislation dealing with electric power reliability. pp. E2562-4
25. HONEY. Rep. Teague, Tex., inserted the language of the honey promotion bill. pp. E2565-8

BILLS INTRODUCED

26. HOLIDAY. H. R. 16395 by Rep. Kyros and H. R. 16410 by Rep. Fulton, Pa., to provide that Flag Day shall be a legal public holiday; to Judiciary Committee.
27. PERSONNEL. H. R. 16393 by Rep. Gubser, to provide for improved employee-management relations in the Federal service; to Post Office and Civil Service Committee.
H. R. 16411 by Rep. Halpern, to amend the Federal Employees Health Benefits Act of 1959 to provide that the entire cost of health benefits under such act shall be paid by the Government; to Post Office and Civil Service Committee.
28. TRADE. H. R. 16404 by Rep. Podell, "to amend the Export Control Act of 1949;" to Banking and Currency Committee.
H. R. 16416 by Rep. Herlong, to provide for orderly trade in fresh fruits and vegetables; to Ways and Means Committee.
29. HONEY. S. 3268 by Sen. Talmadge, to enable honey producers to finance a nationally coordinated research and promotion program to improve their competitive position and expand their markets for honey; to Agriculture and Forestry Committee. Remarks of author p. S3735

COMMITTEE PRINT RECEIVED IN THIS OFFICE

30. FEDERAL AID; HUMAN RESOURCES. "Federal Programs for the Development of Human Resources, a compendium of papers submitted to the Subcommittee on Economic Progress." Volumes 1 and 2. Jt. Economic Committee.

QUALIFYING THE FEDERAL CITY COLLEGE AS A LAND-GRANT COLLEGE

MAY 24, 1968.—Committed to the Committee of the Whole House on the State of
the Union and ordered to be printed

Mr. McMILLAN, from the Committee on the District of Columbia,
submitted the following

R E P O R T

[To accompany H.R. 15280]

The Committee on the District of Columbia, to whom was referred the bill (H.R. 15280) to amend the District of Columbia Public Education Act, having considered the same, report favorably thereon with an amendment and recommend that the bill as amended do pass.

The amendment is as follows:

Strike out all after the enacting clause and insert:

SECTION 1. Title I of the District of Columbia Public Education Act is amended by adding at the end thereof the following new sections:

"SEC. 107. In the administration of—

"(1) the Act of August 30, 1890 (7 U.S.C. 321–326, 328) (known as the Second Morrill Act),

"(2) the tenth paragraph under the heading 'Emergency Appropriations' in the Act of March 4, 1907 (7 U.S.C. 322) (known as the Nelson Amendment),

"(3) section 22 of the Act of June 29, 1935 (7 U.S.C. 329) (known as the Bankhead-Jones Act),

"(4) the Act of March 4, 1940 (7 U.S.C. 331), and

"(5) the Agricultural Marketing Act of 1946 (7 U.S.C. 1621–1629),

the Federal City College shall be considered to be a college established for the benefit of agriculture and the mechanic arts in accordance with the provisions of the Act of July 2, 1862 (7 U.S.C. 301–305, 307, 308) (known as the First Morrill Act); and the term 'State' as used in the laws and provisions of law listed in the preceding paragraphs of this section shall include the District of Columbia.

"SEC. 108. (a) Section 22 of the Act of June 29, 1935 (7 U.S.C. 329), is amended (1) by striking out '\$7,650,000' and inserting in lieu thereof '\$7,800,000', and (2) by striking out '\$4,300,000' and inserting in lieu thereof '\$4,320,000'.

"(b) In lieu of extending to the District of Columbia those provisions of the Act of July 2, 1862 (7 U.S.C. 301–305, 307, 308), relating to donations of public lands or land scrip for the endowment and maintenance of colleges for the benefit of agriculture and the mechanic arts, there is authorized to be appropriated to the District of Columbia the sum of \$7,241,706. Amounts appropriated

under this subsection shall be held and considered to have been granted to the District of Columbia subject to those provisions of that Act applicable to the proceeds from the sale of land or land scrip.

"Sec. 109. (a) In the administration of the Act of May 8, 1914 (7 U.S.C. 341-346, 347a-349) (known as the Smith-Lever Act)—

"(1) the Federal City College shall be considered to be a college established for the benefit of agriculture and the mechanic arts in accordance with the provisions of the Act of July 2, 1862 (7 U.S.C. 301-305, 307, 308); and

"(2) the term 'State' as used in such Act of May 8, 1914, shall include the District of Columbia, except that the District of Columbia shall not be eligible to receive any sums appropriated under section 3 of such Act.

"(b) In lieu of an authorization of appropriations for the District of Columbia under section 3 of such Act of May 8, 1914, there is authorized to be appropriated to the District of Columbia such sums as may be necessary to provide cooperative agricultural extension work in the District of Columbia under such Act. For the fiscal years ending June 30, 1969, and June 30, 1970, sums appropriated under this subsection may be used to pay the total cost of providing such extension work; and for each fiscal year thereafter such sums may be used to pay no more than one-half of such cost. Any reference in such Act (other than section 3 thereof) to funds appropriated under such Act shall in the case of the District of Columbia be considered a reference to funds appropriated under this subsection.

"(c) Four per centum of the sums appropriated under subsection (b) for each fiscal year shall be allotted to the Federal Extension Service of the Department of Agriculture for administrative, technical, and other services provided by the Service in carrying out the purposes of this section.

"Sec. 110. The enactment of sections 107 and 109 of this title shall, as respects the District of Columbia, be deemed to satisfy any requirement of State consent contained in any of the laws or provisions of law referred to in such sections."

Sec. 2. Sections 107 and 108 of the District of Columbia Public Education Act (added by section 1 of this Act) shall take effect with respect to appropriations for fiscal years beginning after June 30, 1968.

COMMITTEE AMENDMENT

The committee amendment strikes out all after the enacting clause and inserts a new text.

Under the provisions of the introduced bill the District of Columbia would have been eligible (under the provisions of section 401) for an appropriation of funds under section 3 of the Smith-Lever Act to carry out extension programs under that Act as well as for an additional appropriation under a separate authorization (contained in section 403) to carry out the same programs. It was not intended that the District of Columbia receive any funds under such section 3, and the committee amendment excludes it from funds appropriated under that section.

Further, under the introduced bill the District of Columbia would not have had to match funds appropriated for extension programs carried out under the Smith-Lever Act. Under the committee amendment it will not have to match such funds for the first two fiscal years.

Finally, since title I of the District of Columbia Public Education Act deals entirely with the Federal City College, it was felt that it would be more appropriate to amend that title than to add a new title to that Act.

PURPOSE OF THE BILL

The purpose of H.R. 15280, as amended, is to provide the citizens of the District of Columbia the services and benefits derived from a land-grant college. The bill would name the Federal City College as

the land-grant college for the District of Columbia. The important provisions of H.R. 15280 that will carry out the objective of the bill are as follows:

The Federal City College would—

(1) Qualify for a *\$50,000 annual grant* (under the Morrill Act of 1890) to be used for instruction in agricultural and mechanic arts, home economics, youth and community development, etc.

(2) Qualify for fund allotments for research, investigation, and experimentation in marketing, consumer education, food handling, etc., under the Agricultural Marketing Act of 1946.

(3) Receive a total *annual grant of \$170,000* (under the Bankhead-Jones Act of 1935) for agricultural research, extension work, and increased support for land-grant colleges. The college would receive an equal share of an annual national grant of \$7.8 million, or \$150,000 and, on a population basis, a share of a further national grant of \$4.3 million, or \$20,000—for a total of \$170,000 to support such instruction. So as not to dilute the present entitlement of the 50 States and Puerto Rico to endowment and support funds, section 108 authorizes additional appropriations of \$170,000 to take care of the District.

(4) Receive *authorization for a capital grant of \$7,241,706* (in lieu of public land grants of land-scrip provided in the First Morrill Act for the States), to be an endowment to be invested in bonds and the income used for support of the college's mechanic arts and agricultural programs. The principal would be unimpairable, and if diminished would have to be restored by the District. This grant is in lieu of the land grants made to other college in earlier years under the First Morrill Act.

(5) *Participate in cooperative extension services, including home economics and 4-H programs* of the Department of Agriculture (by extending the Smith-Lever Act of 1914). The District will have to match the Federal allotments on a 50-50 basis following the fiscal year ending June 30, 1970.

(6) In addition to providing basic, enabling legislation for the college to qualify under the land-grant programs indicated, the bill includes for the District of Columbia acceptance of the terms and conditions of such programs.

BACKGROUND

The District of Columbia is the last remaining area in our Nation without the services of a land-grant college. This legislation would provide educational opportunities for citizens of the District of Columbia to study for careers in community services and to receive the benefits from cooperative extension programs.

The population of the District of Columbia is larger than that of 11 States of this Nation. Yet the people of the District of Columbia do not have their own land-grant college as do the 50 States and Puerto Rico. Young people looking toward careers in programs usually associated with land-grant colleges have had to apply for admission to States with land-grant universities. This has not been a satisfactory arrangement due to stringent student enrollment policies in the States and out-of-State tuition at land-grant colleges which are beyond the means of many potential college students in the District of Columbia.

In addition, the citizens of the District of Columbia have been denied cooperative extension programs that are connected with land-grant universities. Over the years, the Cooperative Extension Service has been increasing their services in home living, community improvement, and youth development in urban areas.

It became increasingly clear that the problems of providing educational opportunities for young people in certain disciplines associated with extension service, community services, environmental services, dietetics, home economics, as well as the problem of providing citizens of the District of Columbia with cooperative extension service, called for the establishment of a land-grant college in the District. Since the Federal City College, established by Congress on November 7, 1966 (Public Law 89-791), is now developing a curriculum for course offerings in September of 1968, it seemed appropriate to name this college as the land-grant college for the District of Columbia. The Department of Health, Education, and Welfare, the Department of Agriculture, and the Bureau of the Budget favor this approach if these services are to be provided to the citizens of the District.

NECESSITY FOR THE LEGISLATION

The purpose of and need for a land-grant college was well defined by Eugene Davenport, dean emeritus, College of Agriculture, University of Illinois (in an address delivered to the Association of Land-Grant Colleges and Universities, November 16, 1931) :

First of all, a repository of the world's stock of knowledge so far as it is possible to bring it together in available form and so far as means are at hand, for the purpose.

Second, it is a research institution, provided with specialists and equipment for adding to this stock of knowledge as widely as would be profitable in the development of the State and as fast as resources will permit.

Third, it is a source of information on which any man may draw freely and at will.

Fourth, it is a meeting place where specialists and citizens may discuss difficult problems and lay plans for the further development of the State.

Fifth, it is a teaching institution because such a repository of knowledge and agency for the advancement of civilization is of necessity an ideal place for the education of young men and women who take preparation for life as a serious matter. The teaching service of such an institution will always, therefore, be a prominent part of its work, the student being the best means to the end of an ever-advancing civilization.

Sixth, it maintains in many lives a cooperative extension service for technical assistance outside the campus.

Funds to be made available are limited to instruction and instructional equipment and supplies in agriculture, mechanic arts, English, mathematics, natural and physical sciences, economic sciences, and special preparation of teachers (the funds may not be used for the purchase or preservation of buildings or the purchase of land). Fields of instruction which have particular importance in the evolving needs of the citizens of the District of Columbia would be added to the college curriculum.

COOPERATIVE EXTENSION SERVICE IN THE CITIES

In the Smith-Lever Act of 1914, Congress established the Extension Service which has been truly a cooperative organization in its mutually beneficial relationship with the States, the land-grant universities, and the public. It would be difficult to overstate the spirit that has been fostered in the rural portions of America by services provided and stimulated by the Department of Agriculture with the voluntary participation of farmers and their families.

Since World War II, the Extension Service, in response to the demands of the people, has been expanding its programs into urban areas. The following quote from the report of the House Appropriations Committee on the fiscal year 1968 Agriculture appropriation bill is illustrative of this trend:

In view of the many agencies of the Department and the entire Federal Government engaged in community development activities, the committee feels that the additional funds can be used most effectively in programs which work directly with the youth of this Nation. The wholesome effect of 4-H Club activities has been so beneficial to rural youth that additional efforts to bring 4-H programs to young people in the congested and deprived urban areas of the United States would make an invaluable contribution to the moral, spiritual, and economic strength of this Nation.

Many cities in America have called, in one way or another, upon the Cooperative Extension Service for its leadership in setting up programs of training in home counseling and in youth development, as well as in other areas of concern. Many mayors of problem-plagued cities have known how effective these programs can be in creating greater family stability, in providing supplementary educational programs, and in salvaging dropouts from school and society from the brink of delinquency and despair.

Many cities have made effective use of the Cooperative Extension Service—especially 4-H youth development and extension home economics programs. Few areas in the Nation can show greater real need for expert, trained leadership in child care, public health, home counseling, and youth development than the District of Columbia. In view of the many calls for increased services in the Federal City, it is only right and just for Congress to make available to District residents opportunities for self-help programs that are available to residents of other cities.

Extension-guided home counseling services and youth development programs have been initiated in recent months to provide leadership in public housing projects in such cities as Providence, R.I.; Portland, Oreg.; Kansas City, Mo.; Hartford, Manchester, and New Haven, Conn.; Newark, N.J.; Buffalo, N.Y.; and Warren, Ohio. Similar self-help, learning-by-doing programs are urgently needed for the thousands of families in the District's public housing developments and in many other low-income neighborhoods. Each public service department of the District—the school system, the Recreation Department, the Public Health Department, or any other—would be substantially augmented by making Extension Service programs available to the District of Columbia.

Low-income people in Washington's congested areas

The family unit is considered to be the most important instrument in the process of developing the individual. Through this primary group, the individual may acquire habits, ideals, attitudes, images, and examples which both stimulate and motivate him toward being a responsible citizen.

However, many families in congested areas of Washington have been unable to provide for their children the kind of home life which fosters good health and good citizenship. Often this is beyond their control and even beyond their understanding. Parents from many low-income groups are not familiar with adequate nutrition, good housekeeping standards, the care and development of children, and the need to foster sound values within the home. They presently lack skills in maintaining their homes, furnishings, and equipment.

The youth employment situation has serious dimensions in the District. For instance, most of the 6,000 young people registered with the District's Youth Offices of the U.S. Employment Service are without salable job qualifications. More than 75 percent of them are high school dropouts. Jobs generally require a high school diploma and frequently require specialized training. Many of the youthful jobseekers have already come into contact with the law.

It has been found that a high proportion of the youth living in the District's crowded sections have poor attitudes, poor work habits, poor education, and deficiencies in the special skills needed for getting along in work situations. Many of the solutions of the complex problems of employability need long-run efforts. Most agencies concerned have specialized functions to perform, while the solutions need concerted efforts dealing with health, education, job orientation, and support.

The Cooperative Extension Service of the Department of Agriculture has demonstrated that it can fulfill a unique role of working with families and youth to help them raise their aspirations and make effective use of the services of the many specialized agencies. At the same time, the Extension Service would have collaborative and mutually beneficial relationships with schools, employment services, and other community agencies.

What the Cooperative Extension Service can do for families in the District

Extension has more than 50 years of experience which would be utilized to help families, including their youth, to improve their home situations, and manage their resources; to be productive in employment situations; and to develop values of good citizenship.

Extension is a "family-centered" program. One of its objectives is to reach adults and youth who do not take advantage of existing educational opportunities, and to motivate them to learn the skills, attitudes, and knowledge necessary for successful family living.

Extension aims to help disadvantaged families and youth learn to secure and use goods and services in such a way as to achieve the greatest satisfaction for all family members.

Children and adults would participate in learning experiences that would reinforce each other—information on nutrition, sanitation, and personal hygiene, for example. They would learn to use community resources of benefit to the family and would become involved in community organizations.

Homemakers would develop home management skills; good house-keeping practices; buymanship; care and use of foods, clothing, household furnishings, and equipment; as well as better child development and human relationships.

Husbands would become involved in the learning experiences Extension provides to homemakers and youth.

Families would develop a feeling of self-reliance and an appreciation for the benefits gained from using knowledge to improve family well-being. Eventually they would establish immediate and long-term goals which are compatible, practical, and attainable.

SECTION-BY-SECTION ANALYSIS OF COMMITTEE AMENDMENT

Section 1 of the bill amends title I of the District of Columbia Public Education Act, approved Nov. 7, 1966, (P.L. 89-791, 80 Stat. 1426) by adding 4 new sections.

Section 107 of the amendment provides that the Federal City College, established under the provisions of the District of Columbia Public Education Act, shall be considered a land-grant college (established under the First Morrill Act (Act of July 2, 1862; 7 U.S.C. 301-305, 307, 308)) and that the District of Columbia shall be considered a "State" for the purposes of the Second Morrill Act (Act of August 30, 1890; 7 U.S.C. 321-326, 328), the Nelson Amendment (paragraph 10 of the Emergency Appropriations Act of March 4, 1907; 7 U.S.C. 322), section 22 of the Bankhead-Jones Act (Act of June 29, 1935; 7 U.S.C. 329), the Act of March 8, 1940 (7 U.S.C. 331), and the Agriculture Marketing Act of 1946 (7 U.S.C. 1621-1629).

By including the District of Columbia within the definition of the term "State" as used in the above mentioned laws, the Federal agencies administering the provisions of such laws are authorized to extend the benefits of such laws to and to cooperate with the Federal City College as the land-grant college for the District of Columbia. Among other provisions, this definition of the District of Columbia as a "State" would entitle the District to receive an annual permanent grant of \$50,000 as now is provided to each State and territory by the Second Morrill Act.

ANNUAL APPROPRIATION

Section 108 (a) of the amendment amends section 22 of the Bankhead-Jones Act of June 29, 1935. This Act presently authorizes appropriations for grants to the States and Puerto Rico, as follows:

(1) A uniform annual grant to each State and Puerto Rico of \$150,000 (a total of \$7,650,000); and

(2) An allocation of \$4,300,000 divided on a population basis.

The provisions of this subsection would increase the authorized annual appropriation by \$150,000 to permit the District of Columbia to receive the same amount as is authorized for each State and Puerto Rico. Also, the authorization of appropriations to be allocated on the basis of population would be increased by \$20,000 to provide an equitable share for the District of Columbia. The estimated share for the District of Columbia at this time is approximately \$18,100.

The increased authorization for appropriations in this subsection would provide equal funds for the District of Columbia without any reduction in the funds now being received by the States and Puerto Rico.

CAPITAL GRANT

Section 108(b) of the amendment authorizes an appropriation for a capital grant in lieu of a grant of public lands under the provisions of the First Morrill Act of July 2, 1862. That Act authorizes the grant to the States of 30,000 acres of Federal government lands or the equivalent in scrip for each Senator and each Representative which each State was entitled to have in Congress in 1860. That Act required that moneys derived from the sale of land or scrip "shall forever remain unimpaired." In addition, it provided that interest on the perpetual fund be for the "endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life."

If the original provisions of the First Morrill Act were extended to include the District of Columbia and a capital grant were based on current populations, 120,000 acres of land or equivalent scrip would be required. Equitable use of this formula, however, seems impossible. Rather, it is proposed that the method provided for the State of Hawaii be used as the base for determining a grant which would be fair to all of the States and the District of Columbia.

Hawaii was the first instance in which a direct cash appropriation was made in lieu of some form of land or land-scrip. As a result of an analysis of States whose populations, situations, and land-grant college characteristics closely approximated that of Hawaii, an endowment of \$10 million was proposed. In addition, it was shown that seven of the last 10 States admitted to the Union, excluding Alaska and Hawaii, had land grants valued in excess of \$6 million (using a value of \$50 an acre).

Public Law 86-624, the Hawaii Omnibus Act, provided an authorization of \$6 million, which in view of all considerations has been accepted by your committee as a base for developing a capital grant for the District of Columbia. While there exist factors which support higher endowments for Hawaii and the District of Columbia and characteristics with degrees of variance, the most appropriate overall formula is to obtain a grant amount in terms of the Hawaii grant and the ratio of populations of that State and the District of Columbia. Using data of the 1960 census, this method yields an amount of \$7,241,706 for a capital grant fund for the District of Columbia.

The sum of \$7,241,706 is small in comparison to the total needs but is an amount which compares fairly to that granted to each State.

SMITH-LEVER ACT PARTICIPATION

Subsection (a)(1) of section 109 provides that for the purposes of the Smith-Lever Act, the Federal City College shall be considered to be a college established for the benefit of agriculture and the me-

chanic arts in accordance with the provisions of the First Morrill Act of July 2, 1862.

Subsection (a) (2) of section 109 provides that the term "State" as used in the Smith-Lever Act shall include the District of Columbia for all purposes of that Act, except as to sums appropriated under section 3 of the Smith-Lever Act.

Subsection (b) of this section provides that in lieu of appropriations to the District of Columbia under section 3 of the Smith-Lever Act, there is authorized to be appropriated to the District of Columbia such sums as may be necessary to provide cooperative agriculture extension work in the District of Columbia in accordance with the other provisions of the Smith-Lever Act. Subsection (b) likewise provides that during the fiscal years ending June 30, 1969 and June 30, 1970, appropriations under subsection (b) may be used to pay the total cost of providing such extension work in the District of Columbia. Thereafter, the District of Columbia would be required to match such funds on the same basis as the other States and Puerto Rico. This subsection also provides that any reference in the Smith-Lever Act, other than in section 3 of that Act, to funds appropriated under the Act, shall, in the case of the District of Columbia, be considered to be a reference to the funds appropriated under this subsection. Thus, the limitations and requirements imposed in the Smith-Lever Act with respect to funds appropriated under section 3 of that Act would apply to funds appropriated under this subsection.

Subsection (c) of this section provides that 4% of the funds appropriated under subsection (b) shall be allotted to the Federal Extension Service of the Department of Agriculture for administrative, technical, and other services provided by the Service in carrying out the purposes of this section. The Smith-Lever Act imposes this same requirement with respect to appropriations to the States and Puerto Rico.

The intent of this section is to provide especially for the District of Columbia as a participant with the States and Puerto Rico in Smith-Lever Act programs. This section gives general appropriation authority, which authority is in addition to and not in substitution for appropriations otherwise authorized under the Smith-Lever Act. This method of treatment avoids the possibility of diminution of the amounts being received by the other States and Puerto Rico, and avoids the alternate possibility of requiring increased appropriations to all States and Puerto Rico by the amount which might be found necessary for such programs in the District of Columbia. The language of the section permits the Appropriations Committees of the Congress to determine the capacity of the Federal City College to carry on such programs and to provide such appropriations as may be necessary for the purpose. Thus, the extension service program in the District of Columbia may be adequately financed based on a showing of need for the program and the capability of executing it and without any decrease of allocation of funds to the other States and Puerto Rico.

MATCHING FUNDS

The bill as introduced provided an exemption for the District of Columbia from the provisions of the Smith-Lever Act requiring a 50-50 matching of funds appropriated. The Committee amendment

removes the complete exemption of the District from a matching requirement for funds to carry out Smith-Lever Act programs and provides that any funds appropriated under section 109 for fiscal years 1969 and 1970 may be used to pay the total cost of providing extension work programs. Thereafter, the District would have to match the funds appropriated under such section.

Your Committee received a letter, dated March 29, 1968, from the President of the Federal City College, which is designated as the land-grant college for the District of Columbia, which letter discusses the issue of exemption from matching requirements of the Smith-Lever Act. The letter advises that, even in the preliminary stages of funding and programming, the Federal City College is prepared to undertake some matching of funds.

THE FEDERAL CITY COLLEGE,
Washington, D.C., March 29, 1966.

The Honorable B. F. SISK,
Chairman, Subcommittee No. 5,
U.S. House of Representatives, Washington, D.C.

DEAR CONGRESSMAN SISK: It has been brought to my attention that Congress may be concerned about the proposed funding of Cooperative Extension Services by the U.S. Department of Agriculture under the Smith-Lever Act, Section 403, HR 15280 and S. 1999.

In our letter of March 15, we stated that the Federal City College would put its own resources into Cooperative Extension programs, similar to that of the other fifty States. In the event that Congress may want a definite commitment, we can guarantee that the Federal City College will yearly, match up to forty percent of the funds appropriated under the Smith-Lever Act for Cooperative Extension Services in the District of Columbia. Forty percent is the median figure spent by the land grant colleges in the other States for extension services. This percentage can be found in the college budget in areas of extension services, administrative and faculty salaries, seminars, adult education expenses and public service expenses.

Since the College budget is submitted without a breakdown for salaries in instruction and program of study, it is impossible to locate one figure called Extension Service; but, Congress may be assured that through the Department of Agriculture's audit, the College will match, at least, forty percent of the Smith-Lever funds for use in extension work and credit and noncredit adult and continuing education.

Sincerely yours,

(S) Frank Farner
FRANK FARNER, *President.*

Consequently, while the terms of section 109 of the amendment provides a temporary exemption from any matching requirements for funds appropriated under such section, the Federal City College would actually match in a substantial way such funds.

The extent to which the various States, and Puerto Rico, have participated in and matched Federal funds under the Smith-Lever Act, is shown in the following tabulation prepared by the U.S. Department of Agriculture, Federal Extension Service, for fiscal year 1968, the latest year for which such distribution of funds is available.

DISTRIBUTION OF SMITH-LEVER EXTENSION FUNDS TO STATES AND PUERTO RICO—FISCAL YEAR 1968

States	Amount of Federal 1968 Smith-Lever Allocation	Amount Required to be Matched	Amount of Non-Federal Fund in Excess of Matching requirements	Total
Alabama.....	2,602,149	2,065,949	1,731,041	6,399,139
Alaska.....	217,445	166,637	111,789	495,871
Arizona.....	534,088	442,975	603,676	1,580,739
Arkansas.....	2,104,412	1,647,602	1,244,001	4,996,015
California.....	2,031,071	1,740,233	6,806,135	10,577,439
Colorado.....	832,161	663,929	1,238,953	2,735,043
Connecticut.....	463,318	375,667	664,210	1,503,195
Delaware.....	242,845	176,330	168,502	587,677
Florida.....	1,003,752	844,100	2,661,400	4,509,252
Georgia.....	2,683,934	2,116,208	3,296,153	8,096,295
Hawaii.....	365,321	252,031	743,546	1,360,898
Idaho.....	657,822	531,603	856,807	2,046,232
Illinois.....	2,408,878	1,996,488	2,834,132	7,239,498
Indiana.....	2,049,772	1,706,493	2,419,980	6,176,245
Iowa.....	2,182,626	1,770,230	2,777,070	6,729,926
Kansas.....	1,449,847	1,131,586	3,990,352	6,571,785
Kentucky.....	2,636,765	2,133,761	854,079	5,624,605
Louisiana.....	1,703,108	1,346,344	3,056,854	6,106,306
Maine.....	559,992	444,453	445,312	1,449,757
Maryland.....	798,124	659,889	2,053,150	3,511,163
Massachusetts.....	639,786	536,903	1,058,529	2,235,218
Michigan.....	2,219,541	1,856,712	2,971,587	7,047,840
Minnesota.....	2,108,986	1,730,430	1,213,936	5,053,352
Mississippi.....	2,721,206	2,167,155	733,358	5,621,719
Missouri.....	2,374,796	1,918,826	2,925,828	7,219,450
Montana.....	651,732	506,270	633,370	1,791,372
Nebraska.....	1,248,766	970,008	1,744,900	3,963,674
Nevada.....	277,254	209,601	446,424	933,279
New Hampshire.....	316,971	240,517	370,712	928,200
New Jersey.....	619,259	509,714	2,153,038	3,282,011
New Mexico.....	598,496	484,427	866,883	1,949,805
New York.....	2,135,693	1,823,292	6,884,691	10,843,676
North Carolina.....	3,681,614	3,035,479	3,802,322	10,519,415
North Dakota.....	908,445	701,932	526,422	2,136,799
Ohio.....	2,728,366	2,287,288	1,846,279	6,861,933
Oklahoma.....	1,728,572	1,292,995	1,817,167	4,838,734
Oregon.....	884,500	741,549	2,693,362	4,319,411
Pennsylvania.....	2,742,368	2,363,744	419,189	5,525,301
Puerto Rico.....	2,444,597	2,006,597	—22,388	4,428,806
Rhode Island.....	212,143	155,925	117,868	485,936
South Carolina.....	1,949,902	1,568,276	190,270	3,708,448
South Dakota.....	871,937	651,699	923,885	2,447,521
Tennessee.....	2,686,928	2,178,700	847,729	5,713,357
Texas.....	4,137,739	3,229,725	3,376,515	10,743,979
Utah.....	480,453	379,249	541,204	1,400,906
Vermont.....	410,254	316,531	430,873	1,157,658
Virginia.....	2,215,396	1,811,034	2,969,933	6,996,363
Washington.....	996,031	823,748	1,657,684	3,677,463
West Virginia.....	1,371,325	1,129,994	144,046	2,645,365
Wisconsin.....	2,078,068	1,709,675	2,257,817	6,045,560
Wyoming.....	418,941	323,184	420,913	1,163,038
Unallotted.....	44,505	44,505	—44,505	44,505
Total.....	76,432,000	61,918,192	85,676,983	224,027,175

CONSENT OF THE DISTRICT OF COLUMBIA

Section 110 of the amendment conforms to the requirements of the First Morrill Act, which provides that the provisions of that Act shall not become effective as to any State until the legislature of the jurisdiction signifies its acceptance of the terms and conditions of the Act. The Congress, as the legislature for the District of Columbia, provides the necessary acceptance of the terms and conditions of the Act in this section, which, coupled with the enabling authority in sections 107 and 109, provides for the full participation by the District of Columbia.

EFFECTIVE DATE

Section 2 of the bill provides that sections 107 and 108 of the amendment shall become effective with respect to appropriations for the fiscal years beginning after June 30, 1968.

SENATE ACTION

This bill as introduced was identical to S. 1999 which was approved by the Senate on December 8, 1967.

THE FEDERAL CITY COLLEGE AS THE
LAND-GRANT COLLEGE

Similar legislation was introduced in the Senate to amend the District of Columbia Public Education Act and to designate the Washington Technical Institute as the institution in the District of Columbia to receive the benefits of the Land-Grant College Acts. However, it was established in the Senate hearings that the Federal City College, offering a 4-year program, was presently developing a curriculum of courses to be offered in September, 1968; that with its graduate programs and extension, the Federal City College would provide the broad base required to carry out the intention of the Morrill Act and would be able to enter into necessary agreements with the Department of Agriculture; and that to designate the Washington Technical Institute, having less than a 4-year program, would run contrary to the long-established public policy of designating 4-year institutions in the various States as land-grant recipients. Therefore, upon the recommendations of the Departments of Health, Education, and Welfare and Agriculture, and of the Bureau of the Budget, the legislation was changed to designate the Federal City College as the land-grant college for the District of Columbia.

Your Committee concurs in this recommendation and the reported bill so provides. However, your Committee was duly concerned that the Washington Technical Institute participate in the land-grant programs to the extent possible. Since the Institute was established in the District of Columbia Public Education Act, which originated in your Committee (Public Law 89-791, approved November 7, 1966, 80 Stat. 1426), as a vocational and technical school to equip students for useful employment in recognized occupations, it seemed to your Committee only appropriate that the Washington Technical Institute participate in the benefits of the land-grant programs in order best to effectuate its vocational, technical, and occupational programs.

It was developed in your Committee's hearings that in most States where only one institution is designated as the land-grant college of the State, customarily such designee, by agreement or practice, shares the programs of the land-grant activities with other institutions in the State. To this end, therefore, conferences were held between the Members of the Committee and the administrative officials of the Federal City College and the Washington Technical Institute to make certain that there would be cooperation and understanding between the two institutions as to sharing the land-grant programs.

Testimony before the Committee offered assurances that there was ample authority for cooperative arrangements among the institutions

under land-grant procedures, and the following statement was made by the President of the Federal City College:

Our sister institution, the Washington Technical Institute would benefit also by having the Federal City College named the land grant college. The Federal City College would enter into a Memorandum of Participation with the Washington Technical Institute, under which the Washington Technical Institute would assume certain academic instruction and extension services in vocational and technical education. This would assure minimum duplication of instruction at the two public institutions. The Washington Technical Institute would be involved heavily in instruction in engineering and the mechanical arts. Other institutions could also be asked to participate in programs in which they have special strengths to contribute.

Subsequently, the Presidents of the Washington Technical Institute and the Federal City College entered into a statement of cooperative participation which is appended hereto and made a part of this report.

STATEMENT OF COOPERATIVE PARTICIPATION BETWEEN THE WASHINGTON TECHNICAL INSTITUTE AND THE FEDERAL CITY COLLEGE IN LAND GRANT COLLEGE PROGRAMS

The Federal City College shall annually, after receiving appropriated land grant college funds, and income from the Morrill Act, based on a plan agreed to by the two Boards, share with the Washington Technical Institute in providing for young people and adults of the District of Columbia educational opportunities in certain disciplines associated with extension service careers, community service careers, mechanical arts, community development services and environmental sciences.

A. In order to effect the sharing referred to above, the following principles are established:

1. Since the Washington Technical Institute is the principal partner of the Federal City College in land grant activities, the Boards of Higher Education and Vocational Education shall cooperate to assure that there shall be a maximum participation of Washington Technical Institute in all these programs to the extent either that its resources and capabilities permit or that its resources and capabilities should be developed to permit.

2. The Federal City College will cooperate with the Washington Technical Institute in Cooperative Extension Service programs of the United States Department of Agriculture as agreed to and funded by the United States Department of Agriculture to the Federal City College.

B. The Boards and Administrations agree that:

1. Planning for periods of 3-4 years is essential.
2. Annually, plans will be cooperatively developed by the Administrations.
3. Annually, and before the plans are submitted to the United States Department of Agriculture and to the Department of

Health, Education, and Welfare, the Boards will review the plans.

4. Annually, and before the plans are submitted to the United States Department of Agriculture and the Department of Health, Education, and Welfare and after review by the Boards, the Boards will approve the plans as follows:

(a) The Board of Vocational Education, that portion of the plan to be conducted by the Washington Technical Institute.

(b) The Board of Higher Education, the entire plan.

5. This process will be repeated annually.

6. The Board of Higher Education would yearly, after receiving appropriated land grant college funds and income from the Morrill Act endowment, transfer funds to the Washington Technical Institute to carry out the plan as approved by the Boards.

CLEVELAND L. DENNARD,
President,
The Washington Technical
Institute.

FRANK FARNER,
President,
The Federal City College.

29 MARCH 1968

Your Committee was also concerned that other institutions of higher learning in the District of Columbia be enabled to participate in the land-grant programs where feasible.

It is clearly the intent of your Committee that while it is expected that the main thrust of the land-grant programs will be directed and developed by the Federal City College and the Washington Technical Institute, since they are the institutions definitely established by the Congress to meet the needs of the Washington community, nevertheless, other educational institutions in the District of Columbia may participate in some of the land-grant programs for which the District of Columbia will be eligible under this legislation.

CONCLUSION

It is the opinion of your Committee that the citizens of the District of Columbia are entitled to all the educational benefits and services that accrue from a land-grant college and are presently available to the citizens of all 50 States and the Commonwealth of Puerto Rico. For this reason, the Committee recommends that the Federal City College be designated as the land-grant college for the District of Columbia in order that this institution may provide educational opportunities to the citizens of the Nation's capital in certain areas of study which otherwise will not be offered them; and that the college be authorized to establish a cooperative extension program to serve the citizens of the District. To accomplish these purposes, your Committee endorses the passage of this proposed legislation.

PUBLIC HEARING

A public hearing on this legislation was conducted by Subcommittee No. 5 on March 13, 1968, at which time approval of the bill was expressed by spokesmen for the District of Columbia government, the Federal Extension Service of the U.S. Department of Agriculture,

the Board of Higher Education of the District of Columbia, and the Federal City College. Letters of endorsement for the legislation were received from the U.S. Departments of Agriculture and of Health, Education, and Welfare, and from the National Association of State Universities and Land Grant Colleges. No opposition was expressed to the enactment of the legislation.

The D.C. Government's support of the legislation may be summarized in the following excerpt from its testimony at the hearing:

Land grant college status will permit the Federal City College, cooperating with the Washington Technical Institute, to offer at least on the two-year level, instruction in such fields as horticulture, forestry, conservation and beautification, to mention a few, that would not be offered otherwise. We believe a young man desiring to become a forest ranger or soil conservationist should not be denied this opportunity because he happened to be born in an area not having a land grant institution. It has been difficult, and in recent years, impossible for a student in the District of Columbia to enroll in an institution of higher learning in other States due mostly to the crowded conditions at these colleges. Under land grant college status, not only will students have an opportunity to study in certain fields that would not be offered without land grant college funds and authorization, but will also be able to transfer, on the college senior and graduate level, to sister land grant institutions in the 50 States. We believe this is very desirable because it provides opportunities to young people that have not existed before.

You can see why we endorse this bill without reservation. The benefits that land grant institution status will do for students and citizens of the District of Columbia will be, over the years, immeasurable. We are convinced that the Federal City College will be able to carry out responsibilities of land grant college contributing to the illustrious history of these institutions.

Also, following is the letter from the Commissioner of the District of Columbia, expressing approval of this bill.

GOVERNMENT OF THE DISTRICT OF COLUMBIA,
EXECUTIVE OFFICE,
Washington, March 13, 1968.

HON. JOHN L. McMILLAN,
Chairman, Committee on the District of Columbia,
U.S. House of Representatives,
Washington, D.C.

DEAR MR. McMILLAN: The Government of the District of Columbia has for report H.R. 15280 and S. 1999 (passed by the Senate on December 8, 1967), 90th Congress, identical bills "To amend the District of Columbia Public Education Act."

Each of the bills amends the District of Columbia Public Education Act approved November 7, 1966 (Public Law 89-791; 80 Stat. 1426) so as to add at the end of such Act a title IV providing that the Federal City College shall be considered to be a college established for the benefit of agriculture and the mechanic arts in accordance with the

provisions of the Morrill Act approved July 2, 1862, as amended, thereby enabling the college to be entitled to benefits under various stated Acts.

The District Government understands that the proposed amendment of the District of Columbia Public Education Act will make it possible for the District to be eligible to receive the benefits of programs administered by the Department of Health, Education, and Welfare and the Department of Agriculture relating to land-grant colleges. In particular, it would allow the Federal Extension Service of the Department of Agriculture to extend its programs for home economics and 4-H youth development to the District of Columbia. We are of the view that the bills have great potential for the people of the District of Columbia, particularly the hard-to-reach poor.

In the belief that the bills will operate to improve greatly the condition of many of the residents of the District of Columbia, and particularly the poorer residents, the District Government recommends the enactment of one of them.

The Government of the District of Columbia has been advised by the Bureau of the Budget that, from the standpoint of the Administration's program, there is no objection to the submission of this report to the Congress.

Sincerely yours,

(S) Thomas W. Fletcher,
THOMAS W. FLETCHER,
Assistant to the Commissioner.

(For Walter E. Washington, Commissioner).

Other departmental reports are as follows:

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE,
March 19, 1968.

HON. JOHN L. McMILLAN,
*Chairman, Committee on District of Columbia,
House of Representatives, Washington, D.C.*

DEAR MR. CHAIRMAN: This is in response to your request for a report on H.R. 15280 and S. 1999 (as passed by the Senate), identical bills "To amend the District of Columbia Public Education Act."

The bills would, among other things, add a new title IV to the District of Columbia Education Act (Public Law 80-791, 80 Stat. 1426 D.C. Code § 31-1601) under which the Federal City College authorized by that Act would be considered a college established for the benefit of agriculture and the mechanic arts in accordance with the provisions of the first Morrill Act (7 U.S.C. 301-305, 307, 308), and the District of Columbia also would be deemed a "State," in the administration of the second Morrill Act (7 U.S.C. 321-326, 328), section 22 of the Bankhead-Jones Act (7 U.S.C. 329), and the so-called Retirement Act for land grant colleges (Act of March 4, 1940, 7 U.S.C. 331), as well as for purposes of other enumerated acts administered by the Department of Agriculture.

In order to allow for the addition of the District to the coverage of § 22 of the Bankhead-Jones Act without reducing the shares of the States and Puerto Rico, the bill would increase the appropriation authorization for the uniform annual appropriation under that section

by \$150,000, and would increase the appropriation authorization for allotments based on population by \$20,000.

Finally, in lieu of extend to the District of Columbia the provisions of the first Morrill Act, the bill, following the precedent of § 14(e) of the Hawaii Omnibus Act, would authorize to be appropriated to the District a lump-sum appropriation of \$7,241,706, subject to the provisions of that Act concerning proceeds of sale of public lands or land-scrip. (The District of Columbia does not contain public lands suitable for donation, and the use of land scrip as an alternative has long ago been discontinued.) The Senate report on S. 1999 sets forth the reasons for the particular lump-sum amount proposed to be authorized, as follows:

"If the original provisions of the first Morrill Act were extended to include the District of Columbia and a capital grant were based on current populations, 120,000 acres of land or equivalent scrip would be required. Equitable use of this formula, however, seems impossible. Rather, it is proposed that the method provided for the State of Hawaii be used as the base for determining a grant which would be fair to all of the States and the District of Columbia.

"Hawaii was the first instance in which a direct cash appropriation was made in lieu of some form of land or land-scrip. As a result of an analysis of States whose populations, situations, and land-grant college characteristics closely approximated that of Hawaii, an endowment of \$10 million was proposed. In addition, it was shown that seven of the last 10 States admitted to the Union, excluding Alaska and Hawaii, had land grants valued in excess of \$6 million (using a value of \$50 an acre).

"Public Law 86-624, the Hawaii Omnibus Act, provided an authorization of \$6 million, which in view of all considerations has been accepted by your committee as a base for developing a capital grant for the District of Columbia. While there exist factors which support higher endowments for Hawaii and the District of Columbia and characteristics with degrees of variance, the most appropriate overall formula is to obtain a grant amount in terms of the Hawaii grant and the ratio of populations of that State and the District of Columbia. Using data of the 1960 census, this method yields an amount of \$7,241,706 for a capital grant fund for the District of Columbia.

"The sum of \$7,241,706 is small in comparison to the total needs but is an amount which compares fairly to that granted to each State." (S. Rep. No. 888, p. 8)

The Land-Grant College program is the only educational program administered by this Department under which the District of Columbia is not eligible for benefits. We think it is desirable to include the District of Columbia in that program, and therefore recommend favorable action on the above-mentioned provisions of these bills. (We defer to the views of the Department of Agriculture on the other provisions of the bills.)

We are advised by the Bureau of the Budget that there is no objection to the presentation of this report from the standpoint of the Administration's program.

Sincerely,

WILBUR J. COHEN,
Acting Secretary.

DEPARTMENT OF AGRICULTURE,
Washington, D.C., March 20, 1968.

HON. JOHN L. McMILLAN,
Chairman, Committee on the District of Columbia,
House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: This is in reply to your letter of March 12, 1968 asking for a report on H.R. 15280 and S. 1999 to amend Title II of the District of Columbia Public Education Act.

The proposed bills would establish the Federal City College as a land-grant institution in accordance with the provisions of the Morrill Act of July 2, 1862. The Acts administered by this Department referred to in the bills are the Smith-Lever Act of May 8, 1914 (38 Stat. 372; 7 U.S.C. 341-346, 347a, 348, 349); and the Agricultural Marketing Act of 1946 (60 Stat. 1087; 7 U.S.C. 1621-1629).

We recommend enactment of the Bills as they relate to the provisions which would be administered by the Department of Agriculture. The Bills would extend the benefits of the Smith-Lever Act through the Federal City College to the people of the District of Columbia.

We believe that the citizens of the District of Columbia are entitled to the benefits of the Cooperative Extension Service programs, particularly in 4-H youth development and home economics which are effectively carried out in the 50 States and Puerto Rico. The Bills authorize funds for Extension programs in the District that are in addition to present appropriations under the Smith-Lever Act, thereby not reducing the Federal payments for such work to the 50 States and Puerto Rico. The formula provisions of the Smith-Lever Act provide that additional funds since 1962 be distributed among the States 20 percent equally and the balance on the basis of farm and rural population. Since the District of Columbia is urban instead of a rural community, under the formula it would share only in the 20 percent. Hence, this Department strongly favors the provisions of the Bills authorizing such additional sums without regard to the formula as may be necessary to extend Cooperative Extension programs to the District of Columbia.

The designation of the District of Columbia as a State would permit allotments under Section 204(b) of the Agricultural Marketing Act of 1946 (7 U.S.C. 1623(b)) to appropriate agencies of the District of Columbia for cooperative projects in marketing research and marketing services.

We make no recommendation regarding provisions of the Act which would be administered by the Department of Health, Education and Welfare.

The Bureau of the Budget advises that there is no objection to the presentation of this report from the standpoint of the Administration's program.

Sincerely yours,

JOHN A. SCHNITTKER,
Acting Secretary.

HOUSE OF REPRESENTATIVES,
COMMITTEE ON THE DISTRICT OF COLUMBIA,
Washington, March 12, 1968.

HON. HAROLD HOWE II,
*Commissioner of Education,
Department of Health, Education, and Welfare,
Washington, D.C.*

DEAR COMMISSIONER HOWE: This Committee is presently considering H.R. 15280 and S. 1999. In connection therewith, it will be helpful to the Committee if you will furnish a tabulation showing the extent of the participation of the D.C. Government in programs administered by your Office of Education for the fiscal year 1966, 1967, and 1968.

With kind regards, I am.

Sincerely yours,

JOHN L. McMILLAN,
Member of Congress, Chairman.

(In reply, the following tabulation was received from the Office of Education:)

OFFICE OF EDUCATION
OBLIGATIONS INCURRED IN THE DISTRICT OF COLUMBIA

	Fiscal year 1966 obliga- tions	Fiscal year 1967 obliga- tions	Fiscal year 1968 final allotments
I. OFFICE OF EDUCATION APPROPRIATIONS			
Elementary and secondary educational activities:			
Assistance for educationally deprived children (ESEA I):			
Basic grants ¹	\$5,575,276	\$5,642,037	\$5,933,620
State administrative expenses ¹	75,000	75,000	150,000
Grants to States for school library materials (ESEA II) ¹	345,817	347,914	336,897
Supplementary educational centers and services (ESEA III) ¹	74,267	1,027,298	857,785
Strengthening State departments of education (ESEA V):			
Grants to States ¹	² 130,934	² 167,435	206,022
Grants for special projects.....			
Acquisition of equipment and minor remodeling (NDEA III):			
Grants to States ¹	175,294	176,432	171,298
Loans to nonprofit private schools ¹			25,097
State administration ¹	³ 50,000	³ 50,000	10,000
Guidance, counseling, and testing (NDEA V):			
Grants to States ¹	81,278	81,690	83,354
Institutes for counseling personnel.....			
Institutes for advanced study (NDEA XI).....	341,839	110,092	
School assistance in federally affected areas:			
Maintenance and operations (Public Law 81-874) ¹	4,653,238	5,299,235	4,618,402
Construction (Public Law 81-815) ¹			
Teacher Corps.....	147,921	397,076	
Higher educational activities:			
Program assistance:			
Strengthening developing institutions (HEA III).....	14,600	31,900	
Colleges of A. & M. arts:			
Second Morrill Act ¹			
Bankhead-Jones Act ¹			
Undergraduate instructional equipment and other resources (HEA VI):			
Television equipment ¹	123,325 {	5,171	11,203
Other equipment ¹		80,497	97,092
Construction:			
Undergraduate public community colleges and technical institutes (HEFA I, sec. 103) ¹			115,866
Other undergraduate facilities (HEFA I, sec. 104) ¹	2,598,771	2,180,238	1,203,447
Graduate facilities (HEFA II).....	78,166	2,392,096	
State administration (HEFA I, sec. 105) ¹	30,738	78,752	78,272

See footnotes at end of table, p. 21.

OFFICE OF EDUCATION—Continued

OBLIGATIONS INCURRED IN THE DISTRICT OF COLUMBIA—Continued

	Fiscal year 1966 obliga- tions	Fiscal year 1967 obliga- tions	Fiscal year 1968 final allotments
1. OFFICE OF EDUCATIONAL APPROPRIATIONS—continued			
Higher educational activities—continued			
Teacher education:			
Elementary and secondary teacher programs (HEA V-C):			
Experienced teacher fellowships			
Prospective teacher fellowships	156,800	237,100	
Strengthening graduate schools		116,349	
College teacher fellowships (NDEA IV)	714,575	979,700	
Institutes in the use of equipment and other teaching aids (HEA VI)			
Student aid:			
Educational opportunity grants (HEA IV-A):			
Grants to higher education institutions ¹	520,708	832,650	4 427,836
Encouragement of educational talent		55,000	
Direct loans (NDEA II):			
Contributions to loan funds ¹	1,841,197	1,711,032	1,686,226
Loans to educational institutions			
Cancellation of student loans			
Insured loans (HEA IV-B):			
Advances for reserve funds ¹		37,667	49,818
Interest payments on insured loans			
College work-study program (HEA IV-C) ¹	596,138	721,707	652,969
Expansion and improvement of vocational education:			
Vocational Education Act of 1963:			
Grants to States ¹	447,871	546,495	543,244
Work-study programs ¹	75,214	30,964	31,280
George-Barden and supplemental acts ¹	226,183	226,183	228,058
Grants to States under the Appalachian Regional Development Act (sec. 211)			
Vocational student loan assistance:			
Advances for reserve funds ¹			10,000
Interest payments on insured loans			
Smith-Hughes Act ¹			
Libraries and community services:			
Grants for public library services (LSCA I) ¹	184,001	224,762	224,762
Interlibrary cooperation (LSCA III) ¹		7,075	40,571
State institutional library services (LSCA IV-A) ¹		7,075	38,000
Library services to the physically handicapped (LSCA IV-B) ¹		4,735	23,750
Construction of public libraries (LSCA II) ¹	203,970		138,579
College library resources (HEA II-A)	42,000	104,927	
Librarian training (HEA II-B)		97,800	
University community service programs (HEA I) ¹	105,000	119,584	119,584
Adult basic education (Adult Education Act):			
Grants to States ¹	174,214	99,040	196,191
Special projects and teacher training	1,055,000	1,450,239	
Educational improvement for the handicapped:			
Preschool and school programs for the handicapped (ESEA VI) ¹		20,000	100,000
Training programs for teachers of the handicapped	419,208	505,762	
Handicapped research and demonstrations	446,950	854,743	
Captioned films for the deaf and media services	619,123	504,312	
Research and training:			
General education research (ESEA IV)	688,281	1,176,212	
Training of educational researchers (ESEA IV)			
Construction of educational research laboratories (ESEA IV)			
Vocational education research (Vocational Education Act of 1963)	583,235	373,098	
Foreign language education research (NDEA VI)	239,300	189,277	
Educational media research (NDEA VII)	312,396	294,965	
Library improvement research (HEA II-B)	19,800	372,827	
Higher education construction loan fund (HEFA III)	3,605,000	6,469,000	
Civil rights educational activities:			
Institutes for school personnel	85,000		
Grants to school boards			
Arts and humanities educational activities:			
Instructional assistance:			
Grants to States ¹	1,217	976	995
Loans to nonprofit private schools ¹			237
Teacher training institutes		57,212	
International education programs:			
Advanced training in foreign languages (NDEA VI):			
Language and area centers	102,308	140,000	
Fellowships	92,973	90,561	
Foreign language training and area studies (Fulbright-Hays)	42,897	164,180	

See footnotes at end of table, p. 21.

OFFICE OF EDUCATION—Continued
OBLIGATIONS INCURRED IN THE DISTRICT OF COLUMBIA—Continued

	Fiscal year 1966 obliga- tions	Fiscal year 1967 obliga- tions	Fiscal year 1968 final allotments
II. TRANSFERRED FUNDS FROM OTHER AGENCIES			
Manpower development and training activities	1, 194, 753	258, 546	
Area redevelopment activities			
Educational television facilities	386, 939		
Assistance to refugees in the United States: Cuban student loans	90, 850	71, 845	
Civil defense educational activities	45, 895	51, 592	
Supplemental Appalachian grants for construction of and equipment for facilities (sec. 214)			
Total	29, 815, 460	37, 348, 055	18, 410, 455

¹ State allocated programs administered by State agencies.

² Includes title X of NDEA.

³ Includes State supervision.

⁴ Amount represents initial-year awards only.

CHANGES IN EXISTING LAW

In compliance with paragraph 3 of Rule XIII of the Rules of the House of Representatives, changes in existing law made by the bill, as reported, are shown as follows (existing law proposed to be omitted are enclosed in black brackets, new matter is printed in italic, existing law in which no change is proposed is shown in roman) :

Title I of the District of Columbia Public Education Act (D.C. Code, secs. 31-1601—31-1606)

TITLE I—FEDERAL CITY COLLEGE

* * * * * * *

SEC. 107. In the administration of—

(1) the Act of August 30, 1890 (7 U.S.C. 321–326, 328) (known as the Second Morrill Act),

(2) the tenth paragraph under the heading "Emergency Appropriations" in the Act of March 4, 1907 (7 U.S.C. 322) (known as the Nelson Amendment),

(3) section 22 of the Act of June 29, 1935 (7 U.S.C. 329) (known as the Bankhead-Jones Act),

(4) the Act of March 4, 1940 (7 U.S.C. 331), and

(5) the Agricultural Marketing Act of 1946 (7 U.S.C. 1621–1629),

the Federal City College shall be considered to be a college established for the benefit of agriculture and the mechanic arts in accordance with the provisions of the Act of July 2, 1862 (7 U.S.C. 301–305, 307, 308) (known as the First Morrill Act); and the term "State" as used in the laws and provisions of law listed in the preceding paragraphs of this section shall include the District of Columbia.

SEC. 108. (a) Section 22 of the Act of June 29, 1935 (7 U.S.C. 329), is amended (1) by striking out "\$7,650,000", and inserting in lieu thereof "\$7,800,000", and (2) by striking out "\$4,300,000" and inserting in lieu thereof "\$4,320,000".

(b) *In lieu of extending to the District of Columbia those provisions of the Act of July 2, 1862 (7 U.S.C. 301-305; 307, 308), relating to donations of public lands or land scrip for the endowment and maintenance of colleges for the benefit of agriculture and the mechanic arts, there is authorized to be appropriated to the District of Columbia the sum of \$7,241,706. Amounts appropriated under this subsection shall be held and considered to have been granted to the District of Columbia subject to those provisions of that Act applicable to the proceeds from the sale of land or land scrip.*

SEC. 109. (a) In the administration of the Act of May 8, 1914 (7 U.S.C. 341-346, 347a-349) (known as the Smith-Lever Act)—

(1) the Federal City College shall be considered to be a college established for the benefit of agriculture and the mechanic arts in accordance with the provisions of the Act of July 2, 1862 (7 U.S.C. 301-305, 307, 308); and

(2) the term "State" as used in such Act of May 8, 1914, shall include the District of Columbia, except that the District of Columbia shall not be eligible to receive any sums appropriated under section 3 of such Act.

(b) In lieu of an authorization of appropriations for the District of Columbia under section 3 of such Act of May 8, 1914, there is authorized to be appropriated to the District of Columbia such sums as may be necessary to provide cooperative agricultural extension work in the District of Columbia under such Act. For the fiscal years ending June 30, 1969, and June 30, 1970, sums appropriated under this subsection may be used to pay the total cost of providing such extension work; and for each fiscal year thereafter such sums may be used to pay no more than one-half of such cost. Any reference in such Act (other than section 3 thereof) to funds appropriated under such Act shall in the case of the District of Columbia be considered a reference to funds appropriated under this subsection.

(c) Four per centum of the sums appropriated under subsection (b) for each fiscal year shall be allotted to the Federal Extension Service of the Department of Agriculture for administrative, technical, and other services provided by the Service in carrying out the purposes of this section.

SEC. 110. The enactment of sections 107 and 109 of this title shall, as respects the District of Columbia, be deemed to satisfy any requirement of State consent contained in any of the laws or provisions of law referred to in such sections.

The following section would be amended by section 108 of title I of the District of Columbia Public Education Act (added by the bill) as follows:

Section 22 of the Act of June 29, 1935 (7 U.S.C. 329)

SEC. 22. In order to provide for the more complete endowment and support of the colleges in the several States and Puerto Rico entitled to the benefits of sections 301-305, 307, 308, 321-326 and 328 of this title, there are authorized to be appropriated annually, out of any money in the Treasury not otherwise appropriated, the following amounts:

(a) for the first fiscal year beginning after the date of enactment of this Act, and for each fiscal year thereafter, **[\$7,650,000]** *\$7,800,000*; ¹ and

(b) for the first fiscal year beginning after the date of enactment of this Act, and for each fiscal year thereafter, **[\$4,300,000]** *\$4,320,000*. ¹

¹The amendments shall take effect with respect to appropriations for fiscal years beginning after June 30, 1968.



The first of these is the fact that the
 system is not a simple one. It is a
 complex one, and it is not possible to
 describe it in a simple way. It is a
 system of many parts, and it is not
 possible to describe it in a simple way.

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 system is not a simple one. It is a
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 system of many parts, and it is not
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 system is not a simple one. It is a
 complex one, and it is not possible to
 describe it in a simple way. It is a
 system of many parts, and it is not
 possible to describe it in a simple way.

The fourth of these is the fact that the
 system is not a simple one. It is a
 complex one, and it is not possible to
 describe it in a simple way. It is a
 system of many parts, and it is not
 possible to describe it in a simple way.

Union Calendar No. 580

90TH CONGRESS
2D SESSION

H. R. 15280

[Report No. 1465]

IN THE HOUSE OF REPRESENTATIVES

FEBRUARY 8, 1968

Mr. NELSEN (for himself, Mr. HORTON, Mr. O'KONSKI, and Mr. MATHIAS of Maryland) introduced the following bill; which was referred to the Committee on the District of Columbia

MAY 24, 1968

Reported with an amendment, committed to the Committee of the Whole House on the State of the Union, and ordered to be printed

[Strike out all after the enacting clause and insert the part printed in italic]

A BILL

To amend the District of Columbia Public Education Act.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*
3 That the District of Columbia Public Education Act is
4 amended by adding at the end thereof the following new
5 title:

6 TITLE IV—MISCELLANEOUS PROVISIONS

7 SEC. 401. In the administration of the Act entitled “An
8 Act to apply a portion of the proceeds of the public lands to
9 the more complete endowment and support of the colleges for
10 the benefit of agriculture and the mechanic arts established

1 under the provisions of an Act of Congress approved July
 2 second, eighteen hundred and sixty-two", approved August
 3 30, 1890 (26 Stat. 417; 7 U.S.C. 321-326, 328); the
 4 tenth paragraph under the heading "Emergency Appropria-
 5 tions" of the Act entitled "An Act making appropriations for
 6 the Department of Agriculture for the the fiscal year ending
 7 June thirtieth, nineteen hundred and eight", approved March
 8 4, 1907 (34 Stat. 1256, 1281; 7 U.S.C. 322); the Act of
 9 May 8, 1914 (38 Stat. 372; 7 U.S.C. 341-346, 347a, 348,
 10 349); section 22 of the Act of June 29, 1935 (49 Stat. 436;
 11 7 U.S.C. 329); the Act of March 4, 1940 (54 Stat. 39; 7
 12 U.S.C. 331); and the Agricultural Marketing Act of 1946
 13 (60 Stat. 1087; 7 U.S.C. 1621-1629), the Federal City
 14 College authorized by this Act shall be considered to be a col-
 15 lege established for the benefit of agriculture and the mechanic
 16 arts in accordance with the provisions of the Act of July 2,
 17 1862 (12 Stat. 503; 7 U.S.C. 301-305, 307, 308), and
 18 the term "State" as used in the aforementioned laws or pro-
 19 visions of laws shall include the District of Columbia.

20 SEC. 402. (a) Section 22 of the Act of June 29, 1935
 21 (49 Stat. 436; 7 U.S.C. 329), as amended, is amended by
 22 striking out "\$7,650,000" and inserting in lieu thereof "\$7,
 23 800,000", and by striking out "\$4,300,000" and inserting
 24 in lieu thereof "\$4,320,000".

25 (b) In lieu of extending to the District of Columbia

1 those provisions of the Act of July 2, 1862 (12 Stat. 503;
2 7 U.S.C. 301-305, 307, 308), relating to donations of public
3 lands or land scrip for the endowment and maintenance of
4 colleges for the benefit of agriculture and the mechanic arts,
5 there is authorized to be appropriated to the District of Co-
6 lumbia the sum of \$7,241,706. Amounts appropriated under
7 this subsection shall be held and considered to have been
8 granted to the District of Columbia subject to those provisions
9 of that Act applicable to the proceeds from the sale of land
10 or land scrip.

11 SEC. 403. There are hereby authorized to be appropri-
12 ated such sums as may be necessary to extend the provisions
13 of the Act of May 8, 1914 (38 Stat. 372; 7 U.S.C. 341-346,
14 347a, 348, 349), to the District of Columbia. Sums so ap-
15 propriated shall be in addition to and not in substitution for,
16 sums otherwise appropriated under such Act, or otherwise
17 appropriated for agricultural extension work. Four per
18 centum of the sums so appropriated for each fiscal year shall
19 be allotted to the Federal Extension Service, Department of
20 Agriculture, for administrative, technical, and other services
21 of the Department in carrying out the purposes of this sec-
22 tion. The District of Columbia shall not be required to offset
23 allotments authorized under this section.

24 SEC. 404. The enactment of this title, shall, as respects

the District of Columbia, be deemed to satisfy any requirement of State consent contained in any of the laws or provisions of law referred to in this title.

SEC. 405. Except with respect to the provisions relating to the extension of the Act of May 8, 1914 (38 Stat. 372; 7 U.S.C. 341-346, 347, 348, 349), to the District of Columbia, this title shall be effective with respect to appropriations with respect to fiscal years beginning after June 30, 1968. In the case of the provisions of the Act of May 8, 1914, so extended, such provisions shall take effect upon the date appropriations are made available for the purpose of carrying out such extension.

SECTION 1. *Title I of the District of Columbia Public Education Act is amended by adding at the end thereof the following new sections:*

“SEC. 107. *In the administration of—*

“(1) *the Act of August 30, 1890 (7 U.S.C. 321-326, 328) (known as the Second Morrill Act),*

“(2) *the tenth paragraph under the heading ‘EMERGENCY APPROPRIATIONS’ in the Act of March 4, 1907 (7 U.S.C. 322) (known as the Nelson Amendment),*

“(3) *section 22 of the Act of June 29, 1935 (7 U.S.C. 329) (known as the Bankhead-Jones Act),*

“(4) *the Act of March 4, 1940 (7 U.S.C. 331),*

and

1 “(5) the Agricultural Marketing Act of 1946 (7
2 *U.S.C. 1621-1629*),
3 the Federal City College shall be considered to be a college
4 established for the benefit of agriculture and the mechanic
5 arts in accordance with the provisions of the Act of July 2,
6 1862 (7 *U.S.C. 301-305, 307, 308*) (known as the First
7 Morrill Act); and the term ‘State’ as used in the laws and
8 provisions of law listed in the preceding paragraphs of this
9 section shall include the District of Columbia.

10 “*SEC. 108. (a)* Section 22 of the Act of June 29, 1935
11 (7 *U.S.C. 329*), is amended (1) by striking out ‘\$7,650,-
12 000’ and inserting in lieu thereof ‘\$7,800,000’, and (2) by
13 striking out ‘\$4,300,000’ and inserting in lieu thereof
14 ‘\$4,320,000’.

15 “(b) In lieu of extending to the District of Columbia
16 those provisions of the Act of July 2, 1862 (7 *U.S.C. 301-*
17 *305, 307, 308*), relating to donations of public lands or land
18 scrip for the endowment and maintenance of colleges for the
19 benefit of agriculture and the mechanic arts, there is author-
20 ized to be appropriated to the District of Columbia the sum
21 of \$7,241,706. Amounts appropriated under this subsection
22 shall be held and considered to have been granted to the
23 District of Columbia subject to those provisions of that Act
24 applicable to the proceeds from the sale of land or land scrip.

1 “SEC. 109. (a) In the administration of the Act of May
2 8, 1914 (7 U.S.C. 341-346, 347a-349) (known as the
3 Smith-Lever Act)—

4 “(1) the Federal City College shall be considered to
5 be a college established for the benefit of agriculture and
6 the mechanic arts in accordance with the provisions of the
7 Act of July 2, 1862 (7 U.S.C. 301-305, 307, 308);
8 and

9 “(2) the term ‘State’ as used in such Act of May 8,
10 1914, shall include the District of Columbia, except that
11 the District of Columbia shall not be eligible to receive
12 any sums appropriated under section 3 of such Act.

13 “(b) In lieu of an authorization of appropriations for
14 the District of Columbia under section 3 of such Act of May
15 8, 1914, there is authorized to be appropriated to the District
16 of Columbia such sums as may be necessary to provide
17 cooperative agricultural extension work in the District of
18 Columbia under such Act. For the fiscal years ending June
19 30, 1969, and June 30, 1970, sums appropriated under this
20 subsection may be used to pay the total cost of providing such
21 extension work; and for each fiscal year thereafter such sums
22 may be used to pay no more than one-half of such cost. Any
23 reference in such Act (other than section 3 thereof) to funds
24 appropriated under such Act shall in the case of the District

1 of Columbia be considered a reference to funds appropriated
2 under this subsection.

3 “(c) Four per centum of the sums appropriated under
4 subsection (b) for each fiscal year shall be allotted to the
5 Federal Extension Service of the Department of Agriculture
6 for administrative, technical, and other services provided by
7 the Service in carrying out the purposes of this section.

8 “SEC. 110. The enactment of sections 107 and 109 of
9 this title shall, as respects the District of Columbia, be deemed
10 to satisfy any requirement of State consent contained in any
11 of the laws or provisions of law referred to in such sections.”

12 SEC. 2. Sections 107 and 108 of the District of Colum-
13 bia Public Education Act (added by section 1 of this Act)
14 shall take effect with respect to appropriations for fiscal
15 years beginning after June 30, 1968.

[Report No. 1465]

A BILL

To amend the District of Columbia Public Education Act.

By Mr. NITSEN, Mr. HORTON, Mr. O'KONSKI,
and Mr. MATTHIAS of Maryland

FEBRUARY 8, 1968

Referred to the Committee on the District of Columbia

MAY 24, 1968

Reported with an amendment, committed to the Committee of the Whole House on the State of the Union, and ordered to be printed

DIGEST of Congressional Proceedings

OF INTEREST TO THE DEPARTMENT OF AGRICULTURE

UNITED STATES DEPARTMENT OF AGRICULTURE
WASHINGTON, D. C. 20250
OFFICIAL BUSINESS

POSTAGE AND FEES PAID
U. S. DEPARTMENT OF AGRICULTURE

OFFICE OF BUDGET AND FINANCE
(FOR INFORMATION ONLY;
NOT TO BE QUOTED OR CITED)

Issued May 28, 1968
For actions of May 27, 1968
90th-2nd; No. 91

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HIGHLIGHTS: House passed D. C. extension service bill. Senate debated housing bill.

SENATE

1. HOUSING. Continued debate on S. 3497, the proposed Housing and Urban Development Act of 1968. pp. S6447-74
2. WATER. The Interior and Insular Affairs Committee reported with an amendment S. 224, to provide for the rehabilitation of the Eklutna project, Alaska (S. Rept. 1147). p. S6423

3. TRUST TERRITORIES. The Interior and Insular Affairs Committee reported with amendments S. 3073, to promote the economic development of the Trust Territory of the Pacific Islands (S. Rept. 1149). p. S6423
4. RECREATION. The Interior and Insular Affairs Committee reported with amendments S. 444, to establish the Flaming Gorge National Recreation Area in the States of Utah and Wyo. (S. Rept. 1150). p. S6423
5. MONEY. The Foreign Relations Committee voted to report (but did not actually report) S. 3423, to provide for U. S. participation in the International Monetary Fund facility based on special drawing rights. p. D485
6. FOREIGN AFFAIRS. The Foreign Relations Committee deferred further action on S. 3378, to increase by \$480 million U. S. participation in the International Development Association. p. D485
The Foreign Relations Committee decided against reporting an amended version of S. 2479, authorizing \$200 million for a U. S. contribution to multilateral special funds of the Asian Development Bank. p. D485
Sen. Sparkman inserted an editorial supporting U. S. participation in the International Development Association. pp. S6422-23
7. TAXATION. Sen. Williams, Del., urged action on the excise tax bill and inserted several articles to support his position. pp. S6420-22
8. PERSONNEL. Sen. Nelson was added as a cosponsor of S. 3394, to amend the Military Selective Service Act of 1967 in order to provide for a more equitable system of selecting persons for induction into the Armed Forces. p. S6428
9. FARM PROGRAM. Sen. Young, N. Dak., stated "the financial condition of the farmers of the country...is growing steadily worse" and inserted an editorial "Farmer Deserves a Share in Our National Prosperity." p. S6431
10. WILDLIFE. Sen. Hansen urged support of pending legislation regarding State's rights with respect to resident fish and game animals and inserted an article "Who Owns the Game?--Part I." pp. S6440-1

HOUSE

11. EXTENSION SERVICE. Passed with an amendment (to substitute the language of H. R. 15280) S. 1999, to provide an extension service program for the District of Columbia (pp. H4278-79). H.R. 15280, reported with amendment (H.Rept. 11465) by District of Columbia Committee on May 24, during adjournment (p. H4321), was passed earlier as reported (pp. H4267-78) after a motion to recommit the bill was rejected by a vote of 84-253 (pp. H4277-8). H.R. 15280 was tabled (p. 14279).
Rep. Sisk stated the bill would name the Federal City College as the land-grant college for the District of Columbia and listed the following provisions:
"First. Qualify for a \$50,000 annual grant--under the Morrill Act of 1890 --to be used for instruction in agricultural and mechanic arts, home economics, youth and community development, and so forth.

"Second. Qualify for fund allotments for research, investigation, and experimentation in marketing, consumer education, food handling, and so forth, under the Agricultural Marketing Act of 1946.

"Third. Receive a total annual grant of \$170,000--under the Bankhead-Jones Act of 1935--for agricultural research, extension work, and increased support for land-grant colleges. The college would receive an equal share of an annual national grant of \$7.8 million, or \$150,000 and, on a population basis, a share of a further national grant of \$4.3 million, or \$20,000--for a total of \$170,000 to support such instruction. So as not to dilute the present entitlement of the 50 States and Puerto Rico to endowment and support funds, section 108 authorizes additional appropriations of \$170,000 to take care of the District.

"Fourth. Receive authorization for a capital grant of \$7,241,706--in lieu of public land grants of land-scrip provided in the first Morrill Act for the States--to be an endowment to be invested in bonds and the income used for support of the college's mechanic arts and agricultural programs...

"Fifth. Participate in cooperative extension services, including home economics and 4-H programs of the Department of Agriculture--By extending the Smith Lever Act of 1914. The District will have to match the Federal allotments on a 50-50 basis following the fiscal year ending June 30, 1970.

"Sixth. In addition to providing basic, enabling legislation for the college to qualify under the land-grant programs indicated, the bill includes for the District of Columbia acceptance of the terms and conditions of such programs" (p. H4277).

12. CREDIT UNIONS. Passed as reported H. R. 14907, to amend the Federal Credit Union Act (pp. H4280, H4297-301). See Digest 83 for provisions of the bill.
13. EXPORT-IMPORT. The Banking and Currency Committee reported with amendment H. R. 16162, to enable the Export-Import Bank to extend loans, guarantees, and insurance in certain cases (H. Rept. 1476). p. H4321
14. HAWAII LOANS. The Agriculture Committee voted to report (but did not actually report) H. R. 15562, to authorize loans on leasehold interests in Hawaii. p. D487
15. LANDS. The Agriculture Committee reported without amendment H. R. 16065, to release conditions conveying certain lands to Iowa (H. Rept. 1479). p. H4321
16. APPROPRIATIONS. The Appropriations Committee reported, on May 24 during adjournment, H. R. 17522, the Departments of State, Justice, and Commerce, the Judiciary, and related agencies appropriation bill (H. Rept. 1468). p. H4321
17. FARM PROGRAM. Reps. Madden, Teague (Calif.), and Belcher expressed opposition to the extension of the Food and Agriculture Act of 1965. pp. H4302-3
18. RECLAMATION. Received from Interior a report on the Narrows unit, Missouri River Basin project, Colo. (H. Doc. 320). p. H4320

19. SUPPLIES. Received a GAO report on the "opportunities for reducing the cost of providing Federal agencies with certain supplies, General Services Administration." p. H4320
20. GRANT PROGRAMS. Received from GAO a report "on the need for Government-wide standardization of allowances under Federal fellowship and traineeship grant programs." p. H4320
21. RAISINS. Rep. Sisk stated the Calif. raisin industry "has just recently adopted a new, higher grade regulation which will apply to the State's production of...seedless raisins beginning September 1." p. H4251
22. LEGISLATIVE PROGRAM. Rep. Albert stated he hoped the legislative program for the week would be finished on Wednesday and that it had not been decided whether "we will go over" to Monday "by resolution or have a pro forma meeting on Friday." p. H4252

EXTENSION OF REMARKS

23. YEARBOOK. Sen. Mondale inserted a review of this Department's 1967 yearbook. p. E4636
24. FARM PROGRAM. Rep. Madden stated that the American Farm Bureau Federation and many farm and economy groups oppose extending the farm program for another year and inserted an article, "House Panel Deadlocked on Farm Bill." pp. E4645-6
25. EDUCATION. Rep. Cohelan opposed certain amendments adopted by the House to the Higher Education Assistance Act of 1968, and inserted an article, "Double Dealing." pp. E4666-7
26. CREDIT. Speech in the House by Rep. DeLa Garza supporting temporary funding of the emergency credit revolving fund. p. E4670
27. SCHOOL LUNCH. Rep. Pucinski commended and inserted an article which calls attention to the "deplorable situation" that there are "more than 4 million children of disadvantaged families in America who are not getting hot lunches in their schools." p. E4670
28. MARKETING INFORMATION. Rep. Cohelan praised the marketing information services of this Department. p. E4673
29. OPINION POLL. Reps. Keith, Wyatt, and Collier inserted results of questionnaires, including items of interest to this Department. pp. E4675, E4679, E4681-2
30. NATIONAL PARK; FORESTS. Rep. Cohelan recommended early action on the Redwood National Park bill and stated that "Unless we act soon, there will be no virgin timber left in sufficient quantity to warrant a park." p. E4682

"(b) For the purpose of carrying out his duties under this Act, the Commissioner may—

"(1) delegate the performance of such duties to an agency of the government of the District of Columbia, designated or established by him;

"(2) issue such orders as may be necessary to enforce the regulations prescribed by the Council under this Act and enforce such orders by all appropriate administrative and judicial proceedings, including injunctive relief;

"(3) hold hearings relating to the administration of this Act;

"(4) secure necessary scientific, technical, administrative, and operational services, including laboratory facilities, by contract, or otherwise;

"(5) receive and administer grants or gifts made for the purpose of carrying out the purposes of this Act; and

"(6) take any other action which may be necessary to carry out his duties under this Act.

"JUDICIAL REVIEW

"SEC. 5. Section 11-742(a) of the District of Columbia Code is amended—

"(1) by striking out 'and' at the end of paragraph (9),

"(2) by striking out the period at the end of paragraph (10) and inserting in lieu thereof '; and', and

"(3) by adding after paragraph (10) the following:

"(11) Any agency action taken by the Commissioner of the District of Columbia or the District of Columbia Council under the District of Columbia Air Pollution Control Act.

For purposes of paragraph (11) of this subsection, the term "agency action" shall have the same meaning that is given that term in section 551(13) of title 5 of the United States Code.

"REPEAL OF ACT OF AUGUST 15, 1935

"SEC. 6. Effective on the one hundred and eightieth day following the date of the enactment of this Act, the Act approved August 15, 1935 (D.C. Code, secs. 6-801 6-804), is repealed."

The motion was agreed to.

The Senate bill was ordered to be read a third time, was read the third time, and passed.

A motion to reconsider was laid on the table.

A similar House bill (H.R. 17414) was laid on the table.

QUALIFYING THE FEDERAL CITY COLLEGE AS A LAND-GRANT COLLEGE

Mr. SISK. Mr. Speaker, by direction of the Committee on the District of Columbia, I call up the bill (H.R. 15280) to amend the District of Columbia Public Education Act, and ask unanimous consent that the Committee of the Whole House on the State of the Union be discharged from the further consideration of the bill and that it be considered in the House as in the Committee of the Whole.

The Clerk read the title of the bill.

The SPEAKER. Is there objection to the request of the gentleman from California?

There was no objection.

The Clerk read the bill, as follows:

H.R. 15280

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the District of Columbia Public Education Act is amended by adding at the end thereof the following new title:

TITLE IV MISCELLANEOUS PROVISIONS

SEC. 401. In the administration of the Act entitled "An Act to apply a portion of the proceeds of the public lands to the more complete endowment and support of the colleges for the benefit of agriculture and the mechanic arts established under the provisions of an Act of Congress approved July second, eighteen hundred and sixty-two", approved August 30, 1890 (26 Stat. 417; 7 U.S.C. 321-326, 328); the tenth paragraph under the heading "Emergency Appropriations" of the Act entitled "An Act making appropriations for the Department of Agriculture for the fiscal year ending June thirtieth, nineteen hundred and eight", approved March 4, 1907 (34 Stat. 1256, 1281; 7 U.S.C. 322); the Act of May 8, 1914 (38 Stat. 372; 7 U.S.C. 341-346, 347a, 348, 349); section 22 of the Act of June 29, 1935 (49 Stat. 436; 7 U.S.C. 329); the Act of March 4, 1940 (54 Stat. 39; 7 U.S.C. 331); and the Agricultural Marketing Act of 1946 (60 Stat. 1087; 7 U.S.C. 1621-1629), the Federal City College authorized by this Act shall be considered to be a college established for the benefit of agriculture and the mechanic arts in accordance with the provisions of the Act of July 2, 1862 (12 Stat. 503; 7 U.S.C. 301-305, 307, 308), and the term "State" as used in the aforementioned laws or provisions of laws shall include the District of Columbia.

SEC. 402. (a) Section 22 of the Act of June 29, 1935 (49 Stat. 436; 7 U.S.C. 329), as amended, is amended by striking out "\$7,650,000" and inserting in lieu thereof "\$7,800,000", and by striking out "\$4,300,000" and inserting in lieu thereof "\$4,320,000".

(b) In lieu of extending to the District of Columbia those provisions of the Act of July 2, 1862 (12 Stat. 503; 7 U.S.C. 301-305, 307, 308); relating to donations of public lands or land scrip for the endowment and maintenance of colleges for the benefit of agriculture and the mechanic arts, there is authorized to be appropriated to the District of Columbia the sum of \$7,241,706. Amounts appropriated under this subsection shall be held and considered to have been granted to the District of Columbia subject to those provisions of that Act applicable to the proceeds from the sale of land or land scrip.

SEC. 403. There are hereby authorized to be appropriated such sums as may be necessary to extend the provisions of the Act of May 8, 1914 (38 Stat. 372; 7 U.S.C. 341-346, 347a, 348, 349), to the District of Columbia. Sums so appropriated shall be in addition to and not in substitution for, sums otherwise appropriated under such Act, or otherwise appropriated for agricultural extension work. Four per centum of the sums so appropriated for each fiscal year shall be allotted to the Federal Extension Service, Department of Agriculture, for administrative, technical, and other services of the Department in carrying out the purposes of this section. The District of Columbia shall not be required to offset allotments authorized under this section.

SEC. 404. The enactment of this title, shall, as respects the District of Columbia, be deemed to satisfy any requirement of State consent contained in any of the laws or provisions of law referred to in this title.

SEC. 405. Except with respect to the provisions relating to the extension of the Act of May 8, 1914 (38 Stat. 372; 7 U.S.C. 341-346, 347, 348, 349), to the District of Columbia, this title shall be effective with respect to

appropriations with respect to fiscal years beginning after June 30, 1968. In the case of the provisions of the Act of May 8, 1914, so extended, such provisions shall take effect upon the date appropriations are made available for the purpose of carrying out such extension.

With the following committee amendment:

Strike out all after the enacting clause and insert:

"SECTION 1. Title I of the District of Columbia Public Education Act is amended by adding at the end thereof the following new sections:

"Sec. 107. In the administration of—

"(1) the Act of August 30, 1890 (7 U.S.C. 321-326, 328) (known as the Second Morrill Act),

"(2) the tenth paragraph under the heading "Emergency Appropriations" in the Act of March 4, 1907 (7 U.S.C. 322) (known as the Nelson Amendment),

"(3) section 22 of the Act of June 29, 1935 (7 U.S.C. 329) (known as the Bankhead-Jones Act),

"(4) the Act of March 4, 1940 (7 U.S.C. 331), and

"(5) the Agricultural Marketing Act of 1946 (7 U.S.C. 1621-1629),

the Federal City College shall be considered to be a college established for the benefit of agriculture and the mechanic arts in accordance with the provisions of the Act of July 2, 1862 (7 U.S.C. 301-305, 307, 308) (known as the First Morrill Act); and the term "State" as used in the laws and provisions of law listed in the preceding paragraphs of this section shall include the District of Columbia.

"SEC. 108. (a) Section 22 of the Act of June 29, 1935 (7 U.S.C. 329), is amended (1) by striking out "\$7,650,000" and inserting in lieu thereof "\$7,800,000," and (2) by striking out "\$4,300,000" and inserting in lieu thereof "\$4,320,000."

"(b) In lieu of extending to the District of Columbia those provisions of the Act of July 2, 1862 (7 U.S.C. 301-305, 307, 308), relating to donations of public lands or land scrip for the endowment and maintenance of colleges for the benefit of agriculture and the mechanic arts, there is authorized to be appropriated to the District of Columbia the sum of \$7,241,706. Amounts appropriated under this subsection shall be held and considered to have been granted to the District of Columbia subject to those provisions of that Act applicable to the proceeds from the sale of land or land scrip.

"SEC. 109. (a) In the administration of the Act of May 8, 1914 (7 U.S.C. 341-346, 347a-349) (known as the Smith-Lever Act)—

"(1) the Federal City College shall be considered to be a college established for the benefit of agriculture and the mechanic arts in accordance with the provisions of the Act of July 2, 1862 (7 U.S.C. 301-305, 307, 308); and

"(2) the term "State" as used in such Act of May 8, 1914, shall include the District of Columbia, except that the District of Columbia shall not be eligible to receive any sums appropriated under section 3 of such Act.

"(b) In lieu of an authorization of appropriations for the District of Columbia under section 3 of such Act of May 8, 1914, there is authorized to be appropriated to the District of Columbia such sums as may be necessary to provide cooperative agricultural extension work in the District of Columbia under such Act. For the fiscal years ending June 30, 1969, and June 30, 1970, sums appropriated under this subsection may be used to pay the total cost of providing such extension work; and for each fiscal year there-

after such sums may be used to pay no more than one-half of such cost. Any reference in such Act (other than section 3 thereof) to funds appropriated under such Act shall in the case of the District of Columbia be considered a reference to funds appropriated under this subsection.

"(c) Four per centum of the sums appropriated under subsection (b) for each fiscal year shall be allotted to the Federal Extension Service of the Department of Agriculture for administrative, technical, and other services provided by the Service in carrying out the purposes of this section.

"SEC. 110. The enactment of sections 107 and 109 of this title shall, as respects the District of Columbia, be deemed to satisfy any requirement of State consent contained in any of the laws or provisions of law referred to in such sections."

"SEC. 2. Sections 107 and 108 of the District of Columbia Public Education Act (added by section 1 of this Act) shall take effect with respect to appropriations for fiscal years beginning after June 30, 1968."

Mr. SISK (during the reading). Mr. Speaker, I ask unanimous consent that further reading of the committee amendment be dispensed with and that it be printed in the RECORD.

The SPEAKER. Is there objection to the request of the gentleman from California?

There was no objection.

AMENDMENT TO COMMITTEE AMENDMENT
OFFERED BY MR. DOWDY

Mr. DOWDY. Mr. Speaker, I offer an amendment to the committee amendment.

The Clerk read as follows:

Amendment to the committee amendment offered by Mr. Dowdy: On page 7, after line 15, add the following new sections:

"Sec. 3. The first sentence of paragraph (6) of section 103(a) of the District of Columbia Public Education Act (D.C. Code, sec. 31-1603(a)) is amended to read as follows: 'To fix, from time to time, tuition to be paid by students attending the Federal City College (which tuition shall be not less than \$100 per quarter for residents and not less than \$200 per quarter for nonresidents).'

"Sec. 4. The first sentence of paragraph (6) of section 203(a) of the District of Columbia Public Education Act (D.C. Code, sec. 31-1623(a)) is amended to read as follows: 'To fix, from time to time, tuition to be paid by students attending the Washington Technical Institute (which tuition shall be not less than \$50 per quarter for residents and not less than \$100 per quarter for nonresidents).'

Mr. DOWDY. Mr. Speaker, the gentleman from Minnesota [Mr. NELSEN] will remember that when this original bill came from the committee he was on at the time, he and I and other members the committee had a discussion about tuition to be charged at these two colleges when we reported the bill.

In the committee report tuition charges are recommended for residents of the District of Columbia related in amount to the tuition being charged by other existing comparable community colleges in the Washington metropolitan area. There are several of those colleges.

First, I refer to the City College, which confers baccalaureate degrees.

We have here Howard University, which charges \$250 per semester. That is \$500 per year.

Montgomery County Junior College, for State residents, charges \$300 per semester, or \$600 per year. For nonresi-

dents it is \$450 per semester, or \$900 per year.

Prince Georges Community College charges \$225 per semester for State residents, or \$450 per year. For nonresidents it is \$337.50. That makes \$675 per year.

I feel that these District of Columbia colleges should charge some amount, not a high tuition but a tuition fee which must be paid. When young men and young women go to college I believe their college education is worth more to them if they have to pay something for it.

I have suggested \$100 per quarter for residents. That would be \$300 per year, which is less than any of the other community colleges around here charge. And I suggest \$200 per quarter for nonresidents, which would be \$600. Those are minimums, as provided in the bill. The administrators of the college can set whatever they want, but that would be the minimum.

For the Washington Technical Institute I have provided \$50 a quarter for residents and \$100 per quarter for nonresidents, which is actually a nominal tuition. Of course, that again would be a minimum that may be charged.

We have information from the officials of the Federal City College that they want to charge \$25 per quarter tuition; and \$25 per quarter tuition will not even pay for the paperwork of registering the students in the college.

Mr. GROSS. Mr. Speaker, will the gentleman yield?

Mr. DOWDY. I yield to the gentleman from Iowa.

Mr. GROSS. I can scarcely hear the gentleman. Did he state the tuition charge for Howard University and other institutions in the District of Columbia?

Mr. DOWDY. I did. For Howard University it is \$250 per semester. That is \$500 per year.

For the Federal City College I have suggested a tuition of not less than \$100, which would be \$300 a year, which is \$200 less than Howard, but the officials appointed here for the Federal City College are talking about \$75 a year, \$25 per quarter, for tuition, which will not even pay for the paperwork down there.

I am not saying that \$50 should be charged or \$100 or \$200, but it should be at least a minimum, and I have offered it as an amendment to the pending bill.

Mr. GROSS. What is the enrollment of this Federal City College?

Mr. DOWDY. It is just starting. At the hearings they indicated it would be between 2,500 and 5,000, but I think it is just a guess.

Mr. GROSS. In the next year?

Mr. DOWDY. I think they are going to start in September or will try to start in September. They are just starting now to register. This is a new school. It is supposed to start in September. They have different estimates anywhere from 2,500 to 5,000 that they anticipate will register.

Mr. GROSS. What is the anticipated cost of operation of this institution?

Mr. DOWDY. When we authorized the college \$150 million was the amount that we authorized for both institutions. Of course, my amendment here will apply to both of them.

Mr. GROSS. What do you mean by "both institutions"?

Mr. DOWDY. That is the Federal City College and the Washington Technical Institute.

Mr. GROSS. Is this supposed to be supported out of tax revenues raised by the District of Columbia?

Mr. DOWDY. It is.

Mr. GROSS. Does the gentleman anticipate that it will be supported by revenues raised by the District of Columbia?

Mr. DOWDY. The bill pending here makes the Federal City College a land-grant college. That is pending at the present time.

The SPEAKER. The time of the gentleman has expired.

(Mr. DOWDY (at the request of Mr. Gross) was given permission to proceed for 3 additional minutes.)

Mr. DOWDY. The Federal City College would qualify for a \$50,000 annual grant under the Morrill Act of 1890 and qualify for further fund allotments for research and investigation, and so forth, under the Agricultural Marketing Act of 1946 and receive an annual grant of \$170,000 under the Bankhead-Jones Act of 1935 and would receive an equal share of an annual national grant of \$7.8 million or \$150,000, and on a population basis it will further share in \$4.3 million or \$20,000 for a total of \$170,000 to support instructions for agricultural research, extension work, and so on. Also receive an authorization for a capital grant of \$7,241,706 in lieu of public land grants under the Morrill Act and participate in cooperative extension services, including home economics and 4-H programs by extending the Smith-Lever Act of 1914 and the District will match Federal allotments on a 50-50 basis. That comes out of the District of Columbia. Of course, in addition to providing the basic enabling legislation for the college to qualify in land-grant programs indicated, the bill includes for the District of Columbia the acceptance of terms and conditions of such programs. As I said, the original bill authorizes these colleges to provide for \$40 million in the principal amount of loans authorized to be advanced for the construction of the college.

There is further authorized to be appropriated from the revenues of the District of Columbia a sum of not to exceed \$50 million to carry out the purposes of the act. In other words, the total authorization would be \$50 million.

Mr. HALEY. Mr. Speaker, will the gentleman yield?

Mr. DOWDY. Yes.

Mr. HALEY. I note that in your report it states that the District of Columbia is the last remaining area in the Nation that does not have a land-grant college.

I wonder if the gentleman could inform me as to how much of the cost in general the taxpayers pay into Howard University?

I understand that is practically 80 percent supported by Federal money.

Mr. DOWDY. As I understand it, Howard University is totally federally supported. Excuse me just a minute. The Federal Government pays 55 percent of the operation of Howard and all the capital cost.

Mr. SISK. Mr. Speaker, I move to strike the requisite number of words.

(Mr. SISK asked and was given permission to revise and extend his remarks.)

Mr. SISK. Mr. Speaker, with reference to the amendment which has been offered by my colleague, the gentleman from Texas [Mr. Dowdy], I would simply say that I shall not oppose the amendment. It was my understanding at the time of the original authorization of the Federal City College and the Washington Technical Institute last year that there would be a nominal tuition charge.

Mr. Speaker, I come from a State where, frankly, we are not in favor of tuition charges. Personally, if I had my own preference, I would oppose any tuition for a college of this kind. However, I recognize that there are areas in our country that look at these matters a little bit differently.

As I said, I agree with the committee in the way of originally authorizing these facilities and in actually setting up these schools that there would be a nominal tuition charged as a land-grant school. However, I do have some reservations along that line.

Mr. FRASER. Mr. Speaker, will the gentleman yield?

Mr. SISK. I yield to the gentleman from Minnesota.

Mr. FRASER. There is a committee statement that this question did come up in the full committee—the question as to whether there should be an amendment dealing with the question of tuition charges or rates?

Mr. SISK. That is correct; it was brought up. But at the time I do not believe there was any amendment offered as that time. The gentleman from Texas [Mr. Dowdy] who was serving at that particular time brought it up the other day just before reporting the bill. I, at that time opposed such an amendment because I felt that it should come as a separate matter. This is a question of the fact as I understand it that we consider the Federal City College as a land-grant college, and I question whether this tuition matter should be brought up at this time.

Mr. FRASER. Mr. Speaker, if the gentleman will yield further, if I understand the gentleman's interpretation of the matter at the present time, this bill deals with qualifying these schools for land-grant benefits, becoming eligible under the land-grant provisions of the Federal law to receive these benefits?

Mr. SISK. Actually all it does is this: It makes the Federal City College qualified for land-grant funds under the Land Grant College Act and they in turn have reached agreement with the Washington Technical Institute Board that they will share in these funds in the event they should become available to the Federal City College.

Mr. FRASER. Mr. Speaker, if the gentleman will yield further, is it not the case that if this amendment were adopted it would require a 400-percent increase in the tuition rates established by the Board.

Mr. SISK. I would hesitate to answer that question. However, I believe the gentleman is probably right, since I

understand there has been a very nominal tuition fee set. I am not actually sure as to just what the amount is.

Mr. FRASER. Mr. Speaker, if the gentleman will yield further, I understand the amount of tuition now is \$75 a year. This would require it to be increased to a minimum of \$300 a year.

Mr. SISK. The gentleman is right in his figures. I believe the gentleman is right. I believe it is \$75 as to the annual fee that has been set.

Mr. FRASER. Is it not the case that this college has not been opened and it does not have a campus and is just beginning to get underway?

Mr. SISK. Of course, we just authorized it to be set up—the setting up of these two schools last year. The school has not been set up; it does not have a campus and it does not have a faculty. We do, however, have a Board of Education.

We do have a board of trustees, and we have, of course, presidents in both institutions who have been selected. They are simply in the process now of trying to get set up to open their doors in this coming September.

Mr. FRASER. As I understand the position of the gentleman, and as his preference was expressed in the committee, at least, was that this bill be not encumbered by an amendment which would deal with the problem of tuition rates. I believe that has been the basic position of the gentleman.

Mr. SISK. That was my position at that time, and I might say it is still my position, that we are dealing here with making available to these institutions certain funds from the land-grant college program. In the first place, we have done this for each and every State plus Puerto Rico, I might say. We are simply bringing the District of Columbia into conformity insofar as qualifying themselves for a land-grant college program, and I felt that it would be better to keep to that single purpose in this legislation.

Mr. FRASER. I want to thank the gentleman, and I would simply want to add further that it would seem to me that with students for the first year beginning to apply that suddenly to force a 400-percent increase in the tuition rate which the board had set, as I understand, based on studies of comparable colleges, that this would be rather abrasive action for us to take without further study and hearings on this particular question.

Mr. SISK. Mr. Speaker, I thank the gentleman from Minnesota for his comments.

The SPEAKER pro tempore (Mr. ALBERT). The time of the gentleman from California has expired.

Mr. NELSEN. Mr. Speaker, I move to strike the requisite number of words.

Mr. Speaker, during the hearings on the Federal City College, the original bill provided for no tuition at all when it came over from the Senate, and some of us were of the opinion that a vital part of education was a person's desire to get it, and to work for it. As a result of that opinion the Federal City College board was instructed to proceed on that basis.

I have here a letter from the Federal City College authorities in which they say that the board took into account the

language in the law creating the Federal City College. Then they go on to point out that they have established a tuition figure of \$75 per school year or \$25 per quarter; this figure was related to tuition charged in the Metropolitan Washington area; such as the Northern Virginia Community College, \$135 a year; Prince Georges Community College, \$200; another at \$150, one at \$250, and another at \$250, and the District of Columbia Teacher's College at \$70.

The figure that is included in the amendment was not discussed in the committee. I just talked to the gentleman from Texas [Mr. Dowdy] on the floor today, whether or not this is the proper figure. I would not want to be fastened tightly to that figure, although it is much more reasonable than we feel we have in our State. But I want to say that in the event we feel this might be a little too high—and if the gentleman from Texas [Mr. Dowdy] would yield for a question—since we are apparently going to a conference. There we can get together on it and there could be some differences ironed out between the House and the Senate in the event we find this is higher tuition than it ought to be.

Mr. DOWDY. Mr. Speaker, would the gentleman yield?

Mr. NELSEN. I yield to the gentleman from Texas.

Mr. DOWDY. Of course, that is correct.

I want to say that these figures are below anything in the hearings, much below any other college like that.

Mr. NELSEN. I thank the gentleman for his comments.

Mr. Speaker, I yield back the balance of my time.

Mr. ADAMS. Mr. Speaker, I move to strike the requisite number of words.

Mr. Speaker, I would like to inquire of the gentleman from Minnesota [Mr. NELSEN] whether the gentleman from Minnesota has a list of charges by land-grant colleges so I can ask, Do we require any place else in the Nation that a college charge a particular amount of tuition? I did not believe that was done with land-grant colleges as part of the general land-grant program.

Mr. NELSEN. I doubt very much that there is any requirement in the act insofar as tuition is concerned.

Mr. ADAMS. I would also like to inquire as to whether the gentleman from Minnesota has some information as to what other land-grant colleges are charging. I know the gentleman mentioned two or three other institutions, and what I am concerned about, is the principle of writing into the statute language setting tuition fees. I believe this would destroy the flexibility of a particular administration in determining what amount should be charged, whether higher or lower.

Therefore, I was wondering if the gentleman from Minnesota had some comparable figures as to what some other administrations in other land-grant colleges have done?

Mr. NELSEN. I do not have that information at hand.

Mr. ADAMS. I would ask the gentleman if he has any information from, say, the State of Texas, for example?

I will read these:

University of California, \$220.

University of Florida, \$260 per year.

In Minnesota \$375; they charge more in Minnesota because we have a cold climate out there.

North Carolina, \$308 per year.

South Carolina, \$440.

University of Texas, \$144.

Mr. ADAMS. Is that \$14 per year?

Mr. NELSEN. Per year, yes.

Mr. ADAMS. You see this was the point, and I thank the gentleman for giving me that information. This shows the danger in trying to establish minimums rather than allowing the land-grant colleges to determine under their tuition under the circumstances it should be.

I might say that we will be reviewing this in the Committee on the District of Columbia. When this college comes forth with a budget if funds are inadequate because this tuition is too low then we can pass on a minimum.

I hope the House will not write this amendment into the bill at this time because we discussed it at length in committee and at the time it was suggested that this question be left for a later time. The spread of the figures on other land-grant colleges indicate the difficulties that may be involved now in setting this figure. I hope that we will not put this type of amendment on the land-grant college bill today, but will let the land-grant college begin to operate and then determine whether it should be \$144 as it is in the State of Texas or \$260 in Florida or \$308 in North Carolina. I think we will have a better opportunity then to make a meaningful determination.

So I would hope the amendment would be defeated and that the land-grant college bill will be passed.

Mr. HORTON. Mr. Speaker, I rise in opposition to the amendment.

Mr. Speaker, as I recall when this question of establishing a Federal City College and a Washington Technical Institute was up for discussion in the subcommittee and in the full committee, it was decided at that time that we would permit the College and the Institute to establish their own tuition fees, much in line with the amounts mentioned by the gentleman from California [Mr. SISK]. The idea was that there should be some charge made for education, but that it should be established by the Boards of the College and the Institute.

Now we are here today a year later after the College and the Institute are beginning to get underway and we are trying to establish for the college qualification as a land-grant college, and this has been worked out so that the College and the Institute both could share in this, and others in the area can share in this land-grant qualification.

Now we come in and we have this amendment to put on a requirement that there be a minimum tuition charged. As I understand it, the Federal City College has established a \$25 tuition fee a quarter and the Washington Technical Institute has \$25 a quarter with a \$5 charge for fees.

The gentleman from Texas [Mr. Dowdy] would raise that to approximately \$300 a year as a minimum.

It seems to me we ought to permit the College and the Institute to function before we establish any minimums. I would hate to see us establish a minimum at this time.

Second, according to the information I have, the amount that the gentleman from Texas would establish would be substantially higher than that being charged in neighboring colleges such as the Northern Virginia Community College which charges \$135 a year, Prince Georges, \$200 a year—and that is as compared to the \$300 that the gentleman proposes for these two here in Washington. The Teachers College in the District of Columbia is \$70 a year, Montgomery Junior College charges \$250 and the University of Texas charges \$144—\$144, that is \$36 a quarter—and the gentleman wants to raise the \$25 a quarter to \$100.

I also have some other figures that were given us at the time the proposals were before Subcommittee No. 4 of the Committee on the District of Columbia back in 1966. East Texas State University, \$174 per year. Midwestern University—and these are all in Texas—\$100 per year, as compared to \$300 that the gentleman from Texas proposes.

North Texas State University, \$150 a year; Sam Houston State Teachers, \$160 a year; Southwest Texas State College, \$170 a year; the Stephen Austin State College, \$176 a year; Texas Women's University, \$100 a year; West Texas State University, \$178 a year.

Mr. Speaker, I think it is very inappropriate for us to consider this proposal at this time, and I certainly hope that the House will vote down the establishment of any minimum tuition at this time, and until the college or the institution has more time to determine whether or not there ought to be any minimum. It seems to me they ought to be given an opportunity to work under the establishment of the college and the institute without having to be handicapped by a minimum requirement laid down by this Congress. So I hope we will vote down this amendment.

Mr. MONTGOMERY. Mr. Speaker, I move to strike the requisite number of words.

The SPEAKER pro tempore. The gentleman from Mississippi is recognized for 5 minutes.

Mr. MONTGOMERY. Mr. Speaker, I yield to the gentleman from Texas.

Mr. DOWDY. Mr. Speaker, I attempted to get the gentleman who just preceded us to yield. Of course, he is using out-of-date tuition fees. They are no longer effective. I would hate for the House to rely upon those figures. I gave the correct figures earlier. They are about twice what the gentleman has just read into the RECORD. I do not know what the tuition rates are in Texas. I expect the figures he gave for the Texas institutions were out of date, too. However, the City College and the Washington Technical Institute are not being put down in Texas. The officials of these schools were instructed to set their tuition in accordance with tuition in schools here, not down in Texas, Nebraska, New York, or any other place.

I hate now to call to the attention of the gentleman the false figures he gave, but he would not yield to me, and I just wanted the House to know that the figures I read earlier are accurate and the ones that will become effective in September as tuition for the community colleges in this area. I thank the gentleman for yielding.

Mr. MONTGOMERY. I would like to ask the gentleman from California who is handling the bill a couple of questions, if I may.

As I understand it, under the bill certain privileges would go to Federal City College when it becomes a land-grant college. One of my specific questions is as follows: If the bill passes and is signed by the President, are plans being made to start an ROTC unit at the City College? As I understand it, by law, wherever there is a land-grant college, you have to have an ROTC 2-year training program. I would like to add that I hope they would start an ROTC unit, but it seems to be frowned upon at Howard University and some of these other colleges.

Mr. SISK. Mr. Speaker, will the gentleman yield?

Mr. MONTGOMERY. I yield to the gentleman from California.

Mr. SISK. It is my understanding that establishment of an ROTC unit would not be a necessity for qualification. I recognize that most land-grant colleges in the past have had ROTC training and, of course, many of them have a substantial program for ROTC. I happen to be one who supports the ROTC program. I agree with my friend from Mississippi. I hope they would have an active and a substantial ROTC program, because I think it has been beneficial to the students, and I think it has been beneficial to the country. I would encourage them to consider it. But it is not my understanding that they would be so required.

Mr. MONTGOMERY. It was my thought and understanding that it was the law that if they became a land-grant college, they would have to have 2 years of ROTC training at the college.

Mr. SISK. If the gentleman will yield further—

Mr. MONTGOMERY. I yield to the gentleman from California.

Mr. SISK. Checking with one of our staff people here, it is my understanding that, of course, to the extent the law requires it, of course, they will have to comply with the various acts that deal with land-grant colleges.

For example, if they are going to receive funds from the general fund, they are going to have to comply with requirements under the Bankhead-Jones Act, and, of course, if they qualify for funds under the Morrill Act, they are going to have to qualify under that act, and the same with Smith-Lever. They will, of course, have to comply with the provisions under those acts. The gentleman, perhaps, is better informed about those acts than the gentleman now speaking.

Mr. MONTGOMERY. As the gentleman handling this bill, the gentleman from California, of course, would hope they would move forward and form ROTC units?

Mr. SISK. I do agree with the gentleman completely. I think ROTC should be compulsory in every public university in the country, because I happen to think it is valuable. I think it is good for the student and good for the country, so I join with the gentleman in hoping they do use it.

Mr. MONTGOMERY. I appreciate the gentleman's comments.

One further question: Either by regulation or law the FCC grants to all land-grant colleges, under public television or educational television a channel is granted to each land-grant college in the different States. If we make this a land-grant college, will Federal City College be eligible for a VHF public education television channel? These are sought after in the different States, but they have been given only to the land-grant colleges.

The SPEAKER pro tempore. The time of the gentleman from Mississippi has expired.

(On request of Mr. SISK, and by unanimous consent, Mr. MONTGOMERY was allowed to proceed for 2 additional minutes.)

Mr. SISK. Mr. Speaker, if the gentleman will yield further so I may answer the question, there was no testimony I recall on that particular subject. Again, as I understand, if this is considered to be normal procedure, under the Educational Television Act—and again I have been a great supporter of that program—then I assume consideration would be given to setting aside a channel for this school, but we did not have testimony on that subject at the time the hearings were held.

Mr. MONTGOMERY. Mr. Speaker, I think this is very important. I appreciate the gentleman answering the one question. I think it is very important that these matters be cleared up in that many privileges do go with being a land-grant college. I have doubts in my own mind whether this new college would be ready to be on the air with a VHF educational television type program.

Mr. SISK. If the gentleman will yield just a little further, I recognize we are confronted with a series of problems in that the school is simply trying to get underway. In this area of land-grant colleges, I think we do have precedents now for moving them into more or less metropolitan areas such as this will be, and that there is more and more emphasis on some of the problems that are inherent in metropolitan and suburban living.

It was felt, based on what has been done in the past, that this is not a precedent, making this school qualify as a land-grant college, although it is in a metropolitan area, because, as I say, in the final analysis the importance that is being stressed in all land-grant colleges today is this business of people-to-people and living with people, and separating it from what it was 100 years ago when we were placing them basically in the agricultural areas.

Mr. KYL. Mr. Speaker, I move to strike the requisite number of words.

Mr. Speaker, I would like to address a question to the gentleman from California.

Of course, tuition is only one factor in the cost of attending college, and there are various other fees which figure into the total. We usually have an in-State and an out-of-State tuition fee, and consideration is based on the fact that those people who live within the State make a direct contribution toward that college through tax funds.

The two questions I would like to ask are these: First, has there been any cost analysis to this date as to what the total cost per student might approximate at this land-grant college in the District of Columbia?

Second, has there been any contemplation on how much of that cost will be furnished in taxes paid by residents of the District of Columbia?

Mr. SISK. First, let me say I do not have available any cost figures that I can pin down firmly in line with the gentleman's first question.

I note here a statement by Dr. Wiegman, who is dean of the school. He said:

The Board of Higher Education fixed the tuition charges for nonresidents—

This has to do with the question still under discussion—

for nonresidents according to the act which states "approximate to cost of the District of Columbia of the service which such charge is imposed." The incremental cost estimates based on fiscal year 1969 would indicate a student cost ranging between \$700 and \$800 if 5% to 10% of the students were non-resident students. Therefore, the Board set a tuition of \$240 per quarter and \$720 per year.

This is a letter signed by Dr. Wiegman. As to whether or not this \$700 or \$800 is correct, I would not be able to say.

Mr. KYL. Could the gentleman tell me whether that figure is instructional cost, or in the nature of a package cost, which most institutions now advertise in their catalogs, which includes board, room, and incidental fees along with the regular instructional expense?

Mr. SISK. I am assuming, of course, that this deals with what the gentleman refers to as package cost. Whether I am correct or not I am not certain. I would assume these are package costs.

I might say that the gentleman from Minnesota [Mr. NELSEN] is the author of this bill and might have some better information on this specific part of the bill than I happen to have.

Mr. KYL. Let us just accept those figures, which I would guess might be extremely conservative, because they would be completely out of line with package costs at other institutions.

Mr. SISK. I must say I agree with the gentleman. Those sound very low for package costs.

Mr. KYL. Assuming that is correct, we will say \$750 is the cost per person per year.

How much of that cost would be borne by the student and how much by the taxpayer of the District of Columbia, not including the contribution by the Federal Government?

Mr. SISK. Of course, the major portion would be borne by the taxpayer, because basically this is a public education college. This is a public education system we are setting up. As my friend knows, we have not heretofore had a public education college setup in the Dis-

trict, dealing with higher education. The committee made that decision last year.

Mr. KYL. May I get specifically to this point: Will the tax funds utilized to pay for education in this public institution in the District of Columbia come from the general funds of the Treasury of the United States, or will they be raised by the taxpayers of the District?

Mr. SISK. I would assume that they would be raised by the taxpayers of the District of Columbia, subject, of course, to the Federal contribution, which we make at the present time. In other words, it is not my understanding that the operation would be with Federal money. We are talking about the operation and maintenance of the schools, once set up. In the initial authorizing legislation last year, I believe we authorized some \$40 million, and the borrowing of \$50 million.

Mr. DOWDY. We authorized \$50 million, and borrowing \$40 million.

Mr. SISK. We authorized \$50 million and the borrowing of \$40 million to set up these schools.

The SPEAKER pro tempore (Mr. ALBERT). The time of the gentleman from Iowa has expired.

(On request of Mr. DOWDY, and by unanimous consent, Mr. KYL was allowed to proceed for 2 additional minutes.)

Mr. DOWDY. Mr. Speaker, will the gentleman yield?

Mr. KYL. I yield to the gentleman from Texas.

Mr. DOWDY. On this cost of the students, being \$700 or \$800 per year, that is the incremental cost for each student. In other words, if they have 95 students it will cost so much. If they add another student, the extra student would cost \$700 or \$800. That does not give us much idea about how much the cost per student would be. I agree with the gentleman it will be much more than that. The word "incremental" is what I wanted to call attention to.

Mr. KYL. While the gentleman is on his feet, is there any stipulation in this legislation which calls on the taxpayer of the District of Columbia to make any set contribution toward the institution in each year of its operation?

Mr. DOWDY. I am rather of the opinion that that would be before the Committee on Appropriations of the Congress each year along with the other requests by the District of Columbia which go before the Committee on Appropriations.

Mr. KYL. Is there a stipulation in this bill which calls for action by the Committee on Appropriations to set the District levy for this specific purpose each year?

Mr. DOWDY. I think not.

Mr. SISK. Mr. Speaker, will the gentleman yield?

Mr. KYL. Yes. I yield to the gentleman.

Mr. SISK. This bill does not deal with that subject at all. This bill simply deals with qualifying the Federal City College as a land-grant college.

Mr. KYL. Is there any legislation in the original action in setting up this college which calls for a levy of taxes in the District of Columbia for the maintenance of this institution?

Mr. SISK. Not per se as I would un-

derstand it, but it is up to the Committee on Appropriations to determine it.

Mr. GUDE. Mr. Speaker, I move to strike the requisite number of words.

Mr. Speaker, I would like to commend the gentleman from California [Mr. SISK], as well as the gentleman from Minnesota [Mr. NELSEN], on the very fine work they have done on this legislation. Mr. NELSEN in particular has been the founder of the Federal City College for the District of Columbia.

The three bills passed by the House today will go a long way toward improving the quality of the District by getting at some of the immediate and long-range problems of the city. H.R. 17417 is designed to protect those who have businesses and homes in the District of Columbia from threats of extortion and violence, by making the transmission of such threats a Federal offense. This will provide much needed security and protection for District businessmen who have suffered so much already. H.R. 15280 will enable the Federal City College to qualify for Federal assistance as a land-grant college. This will bring a college education within the reach of all citizens of the District of Columbia in the same manner as is done in States for their residents. Education is one of the key solutions to many of our Nation's problems and the House has taken a significant step by implementing this legislation for the District. H.R. 17414 is a bill to provide the most economical and administrative government machinery to cope with the dangerous levels of air pollution that exist in the Metropolitan Washington area. This will serve to improve the environment of the Nation's Capital to a significant extent. The District of Columbia is certainly going to be a better place due to these three pieces of legislation.

(Mr. GUDE asked and was given permission to revise and extend his remarks.)

(Mr. HORTON asked and was given permission to revise and extend his remarks and include extraneous matter.)

Mr. HORTON. Mr. Speaker, will the gentleman yield?

Mr. GUDE. I yield to the gentleman from New York.

Mr. HORTON. Mr. Speaker, a moment ago there were some figures I gave on the question raised by the gentleman from Texas. At this time I would like to read from a letter from Dr. Eugene W. Wiegman, Dean of Community Education of the Federal City College, dated May 24, 1968, in which he sets forth the technique used by the Board of Higher Education when it undertook the study of tuition and the technique used in order to arrive at the \$25 per quarter charge. In this letter he also sets forth the tuition cost of community colleges in the Washington metropolitan area for the school year 1967-68, which are figures that I gave earlier. He says that the Board of Higher Education has taken into account the existing tuition in comparable colleges in the metropolitan area to establish a comparison on which we should charge in the Federal City College. Then he goes on to say that the Board of Higher Education thought it

was right and fair also to take into account the median family income of these counties when setting tuition at the Federal City College. He sets these family incomes forth and says:

Therefore, based on this information of measuring family income for county to tuition charged at their county community colleges the Board of Higher Education arrived at the tuition cost of \$75 per year for a full-time student enrolled at the Federal City College. It should be kept in mind that this \$75 per year is for the coming academic school year and that each year the Board will look into the matter of tuition charges.

Mr. Speaker, it seems to me that we should not tamper with this procedure. We should not establish any minimums at this time, especially in view of the work of the Board of Higher Education and the committees of the Federal City College in arriving at the \$25 charge.

The letter referred to by Mr. HORTON is as follows:

THE FEDERAL CITY COLLEGE,
Washington, D.C., May 24, 1968.

Mr. JAMES T. CLARK,
Clerk, District of Columbia Committee, U.S.
House of Representatives, Washington,
D.C.

DEAR JIM: You will find attached the Board of Higher Education Resolutions Numbers 2, 5, and 6 dealing with tuition for residents and non-residents of the District of Columbia at the Federal City College for this coming school year.

I would like to explain to you how the Board arrived at the figures of \$25 per quarter or \$75 per academic year for resident students enrolled at the Federal City College and \$240 per quarter or \$720 per academic year for non-resident students. The Board of Higher Education was mindful of its responsibility in setting tuition as stipulated in Public Law 89-791 "(6) to fix, from time to time, tuition to be paid by students attending the Federal City College." The Board also took into account the language in the House District Committee Report on H.R. 16958 creating the Federal City College which said:

"Your committee feels strongly that the tuitions charged for residents of the District of Columbia should be related to tuitions being charged by other existing comparable community colleges in the Washington metropolitan area. This comparison should not be based upon tuition charges and fees of State and private colleges and universities in the area."

The Board of Higher Education undertook an extensive study of tuition at "existing comparable community colleges in the Washington metropolitan area", to establish a comparison on which tuition charges at Federal City College should be based.

The tuition costs for community colleges of Washington metropolitan area for school year 1967-68 are:

1. Northern Virginia Community College—\$135 per year.
2. Prince Georges Community College—\$200 per year.
3. Coppin College of Maryland (which services residents of Montgomery and Prince Georges County)—\$150 per year.
4. Montgomery Junior College—\$250 per year.
5. Prince Georges Community College—\$250 per year.
6. Teachers College of the District of Columbia—\$70 per year.

The Board of Higher Education thought it right and fair to also take into account the median family income of these counties when setting tuition at the Federal City College. The median family income for Fair-

fax County, Virginia for 1966 was \$14,280, for Montgomery County, Maryland \$13,860, for Arlington County, Virginia, \$11,048, for Prince Georges County, \$10,181 and for the District of Columbia \$7,399.

Therefore, based on this information of measuring family income for county to tuition charged at their county community colleges the Board of Higher Education arrived at the tuition cost of \$75 per year for a full-time student enrolled at the Federal City College. It should be kept in mind that this \$75 per year is for the coming academic school year and that each year the Board will look into the matter of tuition charges.

At this time the Board of Higher Education has not set tuition regarding course work taken by residents of the District of Columbia in Adult Education and Continuing Education. Since the average cost of the surrounding community colleges is about \$5 a credit hour in all likelihood the Board of Higher Education will charge the same fee of \$5 per credit hour.

The Board of Higher Education fixed the tuition charges for non-residents according to the Act which states "approximate to cost of the District of Columbia of the service which such charge is imposed." The incremental cost estimates based on fiscal year 1969 would indicate a student cost ranging between \$700 and \$800 if 5% to 10% of the students were non-resident students. Therefore, the Board set a tuition of \$240 per quarter and \$720 per year.

Sincerely yours,

EUGENE W. WIEGMAN,
Dean of Community Education.

Mr. FRASER. Mr. Speaker, I move to strike the requisite number of words.

(Mr. FRASER asked and was given permission to revise and extend his remarks.)

Mr. FRASER. Mr. Speaker, I hope the House will turn down this amendment based upon three grounds. First, the Committee on the District of Columbia has not looked into this matter with any degree of consideration and there has not been any discussion of it in the committee.

Second, Mr. Speaker, this legislation would impose upon the students who are hoping to go, for the first time, to this college a mandatory increase in tuition of 400 percent. This would set a minimum tuition level which is more than twice the level which is required of a student who attends the University of Texas, for example. This would impose a tuition of twice that paid by students who attend the University of Texas and, of course, that paid by students who attend many of the other colleges throughout the United States.

Mr. Speaker, in my opinion it would be a mistake to impose this level of tuition.

So I hope this matter will be left to an appropriate time when we can look at it most carefully, and permit this bill to deal with its original purpose, which is to qualify the Federal City College for land-grant benefits.

The SPEAKER pro tempore (Mr. ALBERT). The question is on the amendment to the committee amendment offered by the gentleman from Texas.

The question was taken; and the Speaker pro tempore announced that the yeas appeared to have it.

Mr. WAGGONER. Mr. Speaker, I object to the vote on the ground that a

quorum is not present and make the point of order that a quorum is not present.

The SPEAKER pro tempore. Evidently a quorum is not present.

The Doorkeeper will close the doors, the Sergeant at Arms will notify absent Members, and the Clerk will call the roll.

The question was taken; and there were—yeas 159, nays 175, not voting 99, as follows:

[Roll No. 153]

YEAS—159

Abbott	Gallfianakis	Nichols
Abernethy	Garmatz	O'Konski
Adair	Gathings	O'Neal, Ga.
Arends	Goodling	Patman
Ashbrook	Griffin	Pelly
Baring	Gross	Pickle
Belcher	Gubser	Poage
Bennett	Gurney	Poff
Betts	Hagan	Pool
Bevill	Haley	Price, Tex.
Bieber	Hall	Pryor
Blackburn	Hammer-	Pucinski
Blanton	schmidt	Quillen
Bray	Hansen, Idaho	Rarick
Brinkley	Harsha	Reid, Ill.
Brock	Hébert	Reifel
Broomfield	Henderson	Rivers
Brotzman	Herlong	Roberts
Brown, Mich.	Hosmer	Rogers, Fla.
Brown, Ohio	Hull	Roth
Broyhill, N.C.	Hunt	Roudebush
Broyhill, Va.	Hutchinson	Roush
Burke, Fla.	Ichord	Sandman
Burleson	Jarman	Satterfield
Bush	Jonas	Saylor
Cabell	Jones, N.C.	Scherle
Cederberg	Keith	Schneebell
Chamberlain	King, N.Y.	Sikes
Clancy	Kornegay	Skubitz
Cleveland	Kuykendall	Smith, Calif.
Colmer	Kyl	Smith, Okla.
Cramer	Laird	Snyder
Davis, Ga.	Langen	Springer
Davis, Wis.	Latta	Steed
de la Garza	Lennon	Steiger, Ariz.
Delaney	Lloyd	Stephens
Derwinski	McClure	Taft
Devine	McDonald,	Talcott
Dickinson	Mich.	Taylor
Dole	Mahon	Thompson, Ga.
Dorn	Marsh	Tuck
Dowdy	Martin	Vander Jagt
Downing	Mathias, Calif.	Waggonner
Duncan	Michel	Wampler
Edwards, La.	Miller, Ohio	Watkins
Erlenborn	Mills	Watson
Eshleman	Minshall	White
Fallon	Mize	Whitten
Findley	Montgomery	Williams, Pa.
Fisher	Morris, N. Mex.	Willis
Fountain	Morton	Wilson, Bob
Friedel	Myers	Winn
Fulton, Pa.	Natcher	Zion
Fuqua	Nelsen	

NAYS—175

Adams	Denney	Hays
Addabbo	Dent	Hechler, W. Va.
Albert	Dingell	Heckler, Mass.
Anderson, Ill.	Donohue	Helstoski
Anderson, Tenn.	Dow	Hicks
Andrews	Dwyer	Hollfield
N. Dak.	Eckhardt	Horton
Annunzio	Edmondson	Howard
Aspinall	Edwards, Ala.	Hungate
Ayres	Edwards, Calif.	Irwin
Barrett	Esch	Jacobs
Bates	Fascell	Joelson
Bell	Feighan	Johnson, Calif.
Boland	Flood	Jones, Ala.
Bolling	Foley	Karsh
Brooks	Ford,	Kastenmeier
Buchanan	William D.	Kazen
Burke, Mass.	Fraser	Kirwan
Burton, Calif.	Frelinghuysen	Kluczynski
Button	Fulton, Tenn.	Kyros
Byrne, Pa.	Gallagher	Leggett
Byrnes, Wis.	Gibbons	Lipscomb
Cahill	Gonzalez	Long, Md.
Cohelan	Goodell	McCarthy
Collier	Gray	McCloskey
Conable	Griffiths	McDade
Conte	Grover	McEwen
Cunningham	Cude	McFall
Danels	Halpern	MacGregor
Dawson	Hamilton	Machen
Dellenback	Hanna	Madden
	Hathaway	Malillard

Mathias, Md.	Reinecke	Stanton
Meeds	Reuss	Steiger, Wls.
Meskill	Rhodes, Ariz.	Stratton
Minish	Rhodes, Pa.	Teague, Calif.
Mink	Riegle	Thompson, N.J.
Monagan	Robison	Thomson, Wis.
Moorhead	Rodino	Udall
Morgan	Rogers, Colo.	Ullman
Morse, Mass.	Rooney, N.Y.	Van Deerlin
Mosher	Rooney, Pa.	Vanik
Moss	Rosenthal	Vigorito
Murphy, Ill.	Rostenkowski	Waldie
Murphy, N.Y.	Rumsfeld	Walker
Nedzi	Ruppe	Whalen
O'Hara, Mich.	Ryan	Whitener
O'Neill, Mass.	St Germain	Widnall
Ottinger	St. Onge	Wiggins
Patten	Schadeberg	Wilson,
Pepper	Schweiker	Charles H.
Perkins	Schwengel	Wolff
Pettis	Scott	Wright
Philbin	Shipley	Wyatt
Pike	Shriver	Wydler
Pirnie	Sisk	Wyman
Price, Ill.	Slack	Yates
Quile	Smith, Iowa	Young
Railsback	Smith, N.Y.	Zwach
Reid, N.Y.	Stafford	

NOT VOTING—99

Andrews, Ala.	Evins, Tenn.	Macdonald,
Ashley	Farbstein	Mass.
Ashmore	Fino	Matsunaga
Battin	Flynt	May
Berry	Ford, Gerald R.	Mayne
Bingham	Gardner	Miller, Calif.
Blatnik	Gettys	Moore
Boggs	Giaimo	Nix
Bolton	Gilbert	O'Hara, Ill.
Bow	Green, Oreg.	Olsen
Brademas	Green, Pa.	Passman
Brasco	Halleck	Podell
Brown, Calif.	Hanley	Pollock
Burton, Utah	Hansen, Wash.	Purcell
Carey	Hardy	Randall
Carter	Harrison	Rees
Casey	Harvey	Resnick
Celler	Hawkins	Ronan
Clark	Holland	Roybal
Clausen,	Johnson, Pa.	Scheuer
Don H.	Jones, Mo.	Selden
Clawson, Del	Karsten	Staggers
Conyers	Kee	Stubblefield
Corbett	Kelly	Stuckey
Cornah	King, Calif.	Sullivan
Cowger	Kleppe	Teague, Tex.
Culver	Kupferman	Tenzer
Curtis	Landrum	Tiernan
Daddario	Long, La.	Tunney
Diggs	Lukens	Utt
Dulski	McClory	Watts
Eilberg	McCulloch	Whalley
Evans, Colo.	McMillan	Wyllie
Everett		Zablocki

So the amendment to the committee amendment was rejected.

The Clerk announced the following pairs:

Mr. Boggs with Mr. Gerald R. Ford.
 Mr. Celler with Mrs. Bolton.
 Mr. Dulski with Mr. Corbett.
 Mrs. Kelly with Mr. Bow.
 Mr. Evans of Colorado with Mr. Berry.
 Mr. Everett with Mr. Don H. Clausen.
 Mr. Evins of Tennessee with Mr. Halleck.
 Mr. McMillan with Mr. Battin.
 Mr. Macdonald of Massachusetts with Mr. Harvey.
 Mr. Hanley with Mr. Johnson of Pennsylvania.
 Mr. Giaimo with Mr. Kleppe.
 Mr. Corman with Mr. Del Clawson.
 Mr. Blatnik with Mr. Burton of Utah.
 Mr. Gettys with Mr. Harrison.
 Mr. Gilbert with Mr. Kupferman.
 Mr. Culver with Mr. McClory.
 Mr. Hardy with Mr. Utt.
 Mr. Carey with Mr. Fino.
 Mr. Brasco with Mr. Carter.
 Mr. Ashley with Mr. McCulloch.
 Mrs. Hansen of Washington with Mrs. May.
 Mr. Casey with Mr. Curtis.
 Mr. Ashmore with Mr. Gardner.
 Mr. Brademas with Mr. Mayne.
 Mr. Bingham with Mr. Pollock.
 Mr. Farbstein with Mr. Moore.
 Mr. Andrews of Alabama with Mr. Whalley.

Mr. Brown of California with Mr. Wyllie.
 Mr. Resnick with Mr. Conyers.
 Mr. Flynt with Mr. Stubblefield.
 Mr. Hawkins with Mr. Eilberg.
 Mr. Stuckey with Mr. Randall.
 Mr. Scheuer with Mr. Diggs.
 Mr. Long of Louisiana with Mr. Purcell.
 Mr. O'Hara of Illinois with Mr. Nix.
 Mr. Miller of California with Mr. Podell.
 Mr. Clark with Mrs. Green of Oregon.
 Mr. Passman with Mr. Olsen.
 Mr. Matsunaga with Mr. Green of Pennsylvania.
 Mr. Landrum with Mr. Kee.
 Mr. King of California with Mr. Karsten.
 Mr. Rees with Mr. Selden.
 Mr. Roybal with Mr. Staggers.
 Mrs. Sullivan with Mr. Ronan.
 Mr. Teague of Texas with Mr. Watts.
 Mr. Zablocki with Mr. Tenzer.
 Mr. Tiernan with Mr. Tunney.
 Mr. Karsten with Mr. Holland.

Messrs. KASTENMEIER, BURKE of Massachusetts, RIEGLE, and QUIE changed their votes from "yea" to "nay." Messrs. HAMMERSCHMIDT and MINSHALL changed their votes from "nay" to "yea."

The result of the vote was announced as above recorded.

The doors were opened.

The SPEAKER. The question is on the committee amendment.

The committee amendment was agreed to.

Mr. GOODLING. Mr. Speaker, I move to strike the last word.

The SPEAKER. The gentleman is recognized for 5 minutes.

Mr. GOODLING. Mr. Speaker, I have listened with interest to the debate on this measure. I am amazed that proponents appear to know so little about what they propose. There have been very few direct answers to questions. Homework has not been done.

The Morrill Act of 1862 bestowed upon the States, in proportion to their representation in Congress, some 10,840,000 acres of public land. This land was granted to the States by the Federal Government with the condition that it would be used to maintain one or more colleges devoted primarily—although other subjects could be taught—to instruction in "such branches of learning as are related to agriculture and the mechanic arts." 12 U.S. Statute at Large, 503.

Because land-grant colleges were largely agriculturally oriented, they were required to maintain an experiment station, devoted particularly to inquiries conducted with respect to the conditions of climate, soil, and markets of the region adjacent to the given station. In addition, various forms of extension work are carried on, with a view to bringing information directly to the farmer and his wife in their home. Today all of the agricultural colleges maintain a distinct division for the conduct of such work in both agriculture and home economics.

It is my considered opinion that any educational institution that is not set up to provide special instruction in either agriculture or the mechanic arts cannot properly be considered a land-grant college.

Washington, D.C., as a locality, does not lend itself to the land-grant type of college, for it has neither the land nor

the facilities essential to this type of college.

If the Federal City College were to be classified as a land-grant college, this would be a misnomer, calling it something which, in fact, it was not and, in the process, diminishing the character of the bona fide land-grant colleges throughout the land.

We have a land-grant college at our back door. If this type of service is necessary for the District, would it not be more feasible to use the services of the University of Maryland, where all the "know how" and the facilities are available.

This to me would be far more desirable, more economical, than attempting to set up a new land-grant college in a college that is not in operation, where the "know how" in this field will definitely not exist for some time after the college is operative.

We hear a great deal about curtailing expenditures yet we rarely come into this House when additional spending is not asked. This additional expenditure cannot be justified at this time.

Mr. NELSEN. Mr. Speaker, I move to strike the requisite number of words.

(Mr. NELSEN asked and was given permission to revise and extend his remarks.)

Mr. NELSEN. Mr. Speaker, I listened with a great deal of interest to the statement that was just made by the distinguished gentleman from Pennsylvania [Mr. GOODLING].

Mr. Speaker, I have no quarrel with the analysis of the original intent of the land-grant college approach. However, the practice has changed throughout the United States in many respects. We find, for example, the use of land-grant benefits in some of our larger cities today such as Providence, R.I.; Portland, Oreg.; Kansas City, Mo.; Hartford, Manchester, and New Haven, Conn.; Newark, N.J.; Buffalo, N.Y.; and Warren, Ohio, where land-grant college programs are going into municipalities to aid in solving the dire problems of the cities. The cities have enormous problems to which we must bring all our educational weapons to bear. And there is no time to be wasted.

Mr. Speaker, I wish to make a very special plea in this case. I am sure that many of you are disturbed about the situation which we find here in our Federal City. But I think those of us who have been placed on the Committee on the District of Columbia must assume our responsibilities. We are required to look at our Federal City and its problems; which are serious. Yet nationwide and internationally we have all of these multimillion dollar contests about who is going to get to the moon first and yet we have not

provided to the District of Columbia the educational facilities that we have in my own hometown of Hutchinson which fills a minimum need.

Mr. Speaker, if we are going to get at the problem of unemployment and try to solve some of these other problems which plague us, certainly, the first thing you must do is to come in with an opportunity to afford a man to learn a craft, to hold a job, to be employed so he can restore his pride.

We started to look into many of these areas in the Committee on the District of Columbia and I must say that our District of Columbia Committee has worked in harmony on these matters.

We have found many of the acts that we have passed available to the many States, and somehow or other we overlooked some of the approaches that we could have made available for the District of Columbia, our Federal City.

Further, Mr. Speaker, I want to add also that there are those of us who do not believe in total home rule—and I am one of them—but if we have the authority over this city, then we should also assume the responsibility of doing everything we can to make this Federal City the kind of a city that it ought to be.

Now, on the land-grant college issue, this is another approach that I believe should be made available to the District of Columbia. The District of Columbia taxpayer pays into the Federal programs such as the land-grant funds but does not share—as yet—in the land-grant programs.

These Federal programs, in my judgment, should be made available to the District of Columbia so they in turn could provide better educational facilities and, in turn, provide future better job opportunities. This is a great challenge.

While I have no quarrel with my good friend from Pennsylvania, but I also know administratively it has been employed in many major cities, and I feel that the District of Columbia should have available to itself the same things that other areas of our country have.

Therefore I hope that the bill may be passed.

Mr. GOODLING. Mr. Speaker, will the gentleman yield?

Mr. NELSEN. I yield to the gentleman from Pennsylvania.

Mr. GOODLING. Mr. Speaker, the question has been asked—and I have not heard a response to it as yet—how does the gentleman propose to set up an ROTC in this land-grant college? I believe that that is one of the requirements of a land-grant college.

Mr. NELSEN. In answer to the question asked by the gentleman from Pennsylvania, the university management has been selected. We have good men who

are in charge of the colleges. I am sure they will deal with the questions on the administration of the colleges.

Now, perhaps it might be well for us to put in their hands the responsibility of proceeding on the matter you raised, but I am not volunteering to get into a debate about anything of this kind. I merely say that I believe the bill is vital, and I believe it should pass.

Mr. Speaker, I yield back the balance of my time.

Mr. DOWDY. Mr. Speaker, the committee amendment strikes out all after the enacting clause and inserts a new text.

Under the provisions of the introduced bill the District of Columbia would have been eligible—under the provisions of section 401—for an appropriation of funds under section 3 of the Smith-Lever Act to carry out extension programs under that act as well as for an additional appropriation under a separate authorization—contained in section 403—to carry out the same programs. It was not intended that the District of Columbia receive any funds under such section 3, and the committee amendment excludes it from funds appropriated under that section.

Further, under the introduced bill the District of Columbia would not have had to match funds appropriated for extension programs carried out under the Smith-Lever Act. Under the committee amendment it will not have to match such funds for the first 2 fiscal years.

Finally, since title I of the District of Columbia Public Education Act deals entirely with the Federal City College, it was felt that it would be more appropriate to amend that title than to add a new title to that act.

MATCHING FUNDS

The bill as introduced provided an exemption for the District of Columbia from the provisions of the Smith-Lever Act requiring a 50-50 matching of funds appropriated. The committee amendment removes the complete exemption of the District from a matching requirement for funds to carry out Smith-Lever Act programs and provides that any funds appropriated under section 109 for fiscal years 1969 and 1970 may be used to pay the total cost of providing extension work programs. Thereafter, the District would have to match the funds appropriated under such section.

The extent to which the various States, and Puerto Rico, have participated in and matched Federal funds under the Smith-Lever Act, is shown in the following tabulation prepared by the U.S. Department of Agriculture, Federal Extension Service, for fiscal year 1968, the latest year for which such distribution of funds is available.

DISTRIBUTION OF SMITH-LEVER EXTENSION FUNDS TO STATES AND PUERTO RICO—FISCAL YEAR 1968

States	Amount of Federal 1968 Smith-Lever allocation	Amount required to be matched	Amount of non-Federal fund in excess of matching requirements	Total	States	Amount of Federal 1968 Smith-Lever allocation	Amount required to be matched	Amount of non-Federal fund in excess of matching requirements	Total
Alabama.....	\$2, 602, 149	\$2, 065, 949	\$1, 731, 041	\$6, 399, 139	Nevada.....	\$277, 254	\$209, 601	\$446, 424	\$933, 279
Alaska.....	217, 445	166, 637	111, 789	495, 871	New Hampshire.....	316, 971	240, 517	370, 712	928, 200
Arizona.....	534, 088	442, 975	603, 676	1, 580, 739	New Jersey.....	619, 259	509, 714	2, 153, 038	3, 282, 011
Arkansas.....	2, 104, 412	1, 647, 602	1, 244, 001	4, 996, 015	New Mexico.....	598, 496	484, 427	856, 883	1, 949, 806
California.....	2, 031, 071	1, 740, 233	6, 806, 135	10, 577, 439	New York.....	2, 135, 693	1, 823, 292	6, 884, 691	10, 843, 676
Colorado.....	832, 161	663, 929	1, 238, 953	2, 735, 043	North Carolina.....	3, 681, 614	3, 035, 479	3, 802, 322	10, 519, 415
Connecticut.....	463, 318	375, 667	664, 210	1, 503, 195	North Dakota.....	908, 445	701, 932	526, 422	2, 136, 799
Delaware.....	242, 845	176, 330	168, 502	587, 677	Ohio.....	2, 728, 366	2, 287, 288	1, 846, 279	6, 861, 933
Florida.....	1, 003, 752	844, 100	2, 661, 400	4, 509, 252	Oklahoma.....	1, 728, 572	1, 292, 995	1, 817, 167	4, 838, 734
Georgia.....	2, 683, 934	2, 116, 208	3, 296, 153	8, 096, 295	Oregon.....	884, 500	741, 549	2, 693, 362	4, 319, 411
Hawaii.....	365, 321	252, 031	743, 546	1, 360, 898	Pennsylvania.....	2, 742, 368	2, 363, 744	419, 189	5, 525, 301
Idaho.....	657, 822	531, 603	856, 807	2, 046, 232	Puerto Rico.....	2, 444, 597	2, 006, 597	—22, 388	4, 428, 806
Illinois.....	2, 408, 878	1, 996, 488	2, 834, 132	7, 239, 498	Rhode Island.....	212, 143	155, 925	117, 868	485, 936
Indiana.....	2, 049, 772	1, 706, 493	2, 419, 980	6, 176, 245	South Carolina.....	1, 949, 902	1, 568, 276	190, 270	3, 708, 448
Iowa.....	2, 182, 626	1, 770, 230	2, 777, 070	6, 729, 926	South Dakota.....	871, 937	651, 699	923, 885	2, 447, 521
Kansas.....	1, 449, 847	1, 131, 586	3, 990, 352	6, 571, 785	Tennessee.....	2, 686, 928	2, 178, 700	847, 729	5, 713, 357
Kentucky.....	2, 636, 765	2, 133, 761	854, 079	5, 624, 605	Texas.....	4, 137, 739	3, 229, 725	3, 376, 515	10, 743, 979
Louisiana.....	1, 703, 108	1, 346, 344	3, 056, 854	6, 106, 306	Utah.....	480, 453	379, 249	541, 204	1, 400, 906
Maine.....	559, 992	444, 453	445, 312	1, 449, 757	Vermont.....	410, 254	316, 531	430, 873	1, 157, 658
Maryland.....	798, 124	659, 889	2, 053, 150	3, 511, 163	Virginia.....	2, 215, 396	1, 811, 034	2, 969, 933	6, 996, 363
Massachusetts.....	639, 786	536, 903	1, 058, 529	2, 235, 218	Washington.....	996, 031	823, 748	1, 857, 684	3, 677, 463
Michigan.....	2, 219, 541	1, 856, 712	2, 971, 587	7, 047, 840	West Virginia.....	1, 371, 325	1, 129, 994	144, 046	2, 645, 365
Minnesota.....	2, 108, 986	1, 730, 430	1, 213, 936	5, 053, 352	Wisconsin.....	2, 078, 068	1, 709, 675	2, 257, 817	6, 045, 560
Mississippi.....	2, 721, 206	2, 167, 155	733, 358	5, 621, 719	Wyoming.....	418, 941	323, 184	420, 913	1, 163, 038
Missouri.....	2, 374, 796	1, 918, 826	2, 925, 828	7, 219, 450	Unallotted.....	44, 505	44, 505	—44, 505	44, 505
Montana.....	651, 732	506, 270	633, 370	1, 791, 372					
Nebraska.....	1, 248, 766	970, 008	1, 744, 900	3, 963, 674	Total.....	76, 432, 000	61, 918, 192	85, 676, 983	224, 027, 175

COOPERATIVE EXTENSION SERVICE
IN THE CITIES

In the Smith-Lever Act of 1914, Congress established the Extension Service which has been truly a cooperative organization in its mutually beneficial relationship with the States, the land-grant universities, and the public. It would be difficult to overstate the spirit that has been fostered in the rural portions of America by services provided and stimulated by the Department of Agriculture with the voluntary participation of farmers and their families.

Since World War II, the Extension Service, in response to the demands of the people, has been expanding its programs into urban areas. The following quote from the report of the House Appropriations Committee on the fiscal year 1968 Agriculture appropriation bill is illustrative of this trend:

In view of the many agencies of the Department and the entire Federal Government engaged in community development activities, the committee feels that the additional funds can be used most effectively in programs which work directly with the youth of this Nation. The wholesome effect of 4-H Club activities has been so beneficial to rural youth that additional efforts to bring 4-H programs to young people in the congested and deprived urban areas of the United States would make an invaluable contribution to the moral, spiritual, and economic strength of this Nation.

Many cities in America have called, in one way or another, upon the Cooperative Extension Service for its leadership in setting up programs of training in home counseling and in youth development, as well as in other areas of concern. Many mayors of problem-plagued cities have known how effective these programs can be in creating greater family stability, in providing supplementary educational programs, and in salvaging dropouts from school and society from the brink of delinquency and despair.

Many cities have made effective use of the Cooperative Extension Service—especially 4-H youth development and extension home economics programs. Few areas in the Nation can show greater real need for expert, trained leadership in child care, public health, home counseling, and youth development than the District of Columbia. In view of the many calls for increased services in the Federal City, it is only right and just for Congress to make available to District residents opportunities for self-help programs that are available to residents of other cities.

Extension-guided home counseling services and youth development programs have been initiated in recent months to provide leadership in public housing projects in such cities as Providence, R.I.; Portland, Oreg.; Kansas City, Mo.; Hartford, Manchester, and New Haven, Conn.; Newark, N.J.; Buffalo, N.Y.; and Warren, Ohio. Similar self-help, learning-by-doing programs are urgently needed for the thousands of families in the District's public housing developments and in many other low-income neighborhoods. Each public service department of the District—the school system, the Recreation Department, the Public Health Department, or any other—would be substantially augmented by making Extension Service programs available to the District of Columbia.

LOW-INCOME PEOPLE IN WASHINGTON'S
CONGESTED AREAS

The family unit is considered to be the most important instrument in the process of developing the individual. Through this primary group, the individual may acquire habits, ideals, attitudes, images, and examples which both stimulate and motivate him toward being a responsible citizen.

However, many families in congested areas of Washington have been unable to provide for their children the kind of home life which fosters good health and good citizenship. Often this is beyond their control and even beyond their under-

standing. Parents from many low-income groups are not familiar with adequate nutrition, good housekeeping standards, the care and development of children, and the need to foster sound values within the home. They presently lack skills in maintaining their homes, furnishings, and equipment.

The youth employment situation has serious dimensions in the District. For instance, most of the 6,000 young people registered with the District's Youth Offices of the U.S. Employment Service are without salable job qualifications. More than 75 percent of them are high school dropouts. Jobs generally require a high school diploma and frequently require specialized training. Many of the youthful jobseekers have already come into contact with the law.

It has been found that a high proportion of the youth living in the District's crowded sections have poor attitudes, poor work habits, poor education, and deficiencies in the special skills needed for getting along in work situations. Many of the solutions of the complex problems of employability need long-run efforts. Most agencies concerned have specialized functions to perform, while the solutions need concerted efforts dealing with health, education, job orientation, and support.

The Cooperative Extension Service of the Department of Agriculture has demonstrated that it can fulfill a unique role of working with families and youth to help them raise their aspirations and make effective use of the services of the many specialized agencies. At the same time, the Extension Service would have collaborative and mutually beneficial relationships with schools, employment services, and other community agencies.

WHAT THE COOPERATIVE EXTENSION SERVICE CAN
DO FOR FAMILIES IN THE DISTRICT

Extension has more than 50 years of experience which would be utilized to help families, including their youth, to improve their home situations, and manage their resources; to be productive in

employment situations; and to develop values of good citizenship.

Extension is a "family centered" program. One of its objectives is to reach adults and youth who do not take advantage of existing educational opportunities, and to motivate them to learn the skills, attitudes, and knowledge necessary for successful family living.

Extension aims to help disadvantaged families and youth learn to secure and use goods and services in such a way as to achieve the greatest satisfaction for all family members.

Children and adults would participate in learning experiences that would reinforce each other—information on nutrition, sanitation, and personal hygiene, for example. They would learn to use community resources of benefit to the

family and would become involved in community organizations.

Homemakers would develop home management skills; good housekeeping practices; buymanship; care and use of foods, clothing, household furnishings, and equipment; as well as better child development and human relationships.

Husbands would become involved in the learning experiences. Extension provides to homemakers and youth.

Families would develop a feeling of self-reliance and an appreciation for the benefits gained from using knowledge to improve family well-being. Eventually they would establish immediate and long-term goals which are compatible, practical, and attainable.

I include the following correspondence:

HOUSE OF REPRESENTATIVES, COMMITTEE ON THE DISTRICT OF COLUMBIA,

Washington, March 12, 1968.

HON. HAROLD HOWE II,
Commissioner of Education, Department of Health, Education, and Welfare, Washington, D.C.

DEAR COMMISSIONER HOWE: This Committee is presently considering H.R. 15280 and S. 999. In connection therewith, it will be helpful to the Committee if you will furnish a tabulation showing the extent of the participation of the D.C. Government in programs administered by your Office of Education for the fiscal year 1966, 1967, and 1968.

With kind regards, I am,

Sincerely yours,

JOHN L. McMILLAN,
Member of Congress, Chairman.

In reply, the following tabulation was received from the Office of Education:

OFFICE OF EDUCATION
OBLIGATIONS INCURRED IN THE DISTRICT OF COLUMBIA

	Fiscal year 1966 obligations	Fiscal year 1967 obligations	Fiscal year 1968 final allotments		Fiscal year 1966 obligations	Fiscal year 1967 obligations	Fiscal year 1968 final allotments
I. OFFICE OF EDUCATION APPROPRIATIONS				I. OFFICE OF EDUCATION APPROPRIATIONS—Con.			
Elementary and secondary educational activities:				Expansion and improvement of vocational education—			
Assistance for educationally deprived children				Continued			
(ESEA I):				George-Barden and supplemental acts ¹			
Basic grants ¹				\$226,183			
State administrative expenses ¹				\$226,183			
Grants to States for school library materials (ESEA				\$228,058			
II) ¹				Grants to States under the Appalachian Regional			
Supplementary educational centers and services				Development Act (sec. 211).....			
(ESEA III) ¹				Vocational student loan assistance:			
Strengthening State departments of education				Advances for reserve funds ¹			
(ESEA V):				Interest payments on insured loans.....			
Grants to States ¹				Smith-Hughes Act ¹			
Grants for special projects.....				Libraries and community services:			
Acquisition of equipment and minor remodeling				Grants for public library services (LSCA I) ¹			
(NDEA III):				Interlibrary cooperation (LSCA III) ¹			
Grants to States ¹				State institutional library services (LSCA IV-A) ¹			
Loans to nonprofit private schools ¹				Library services to the physically handicapped			
State administration ¹				(LSCA IV-B) ¹			
Guidance, counseling, and testing (NDEA V):				Construction of public libraries (LSCA II) ¹			
Grants to States ¹				College library resources (HEA II-A) ¹			
Institutes for counseling personnel.....				Librarian training (HEA II-B) ¹			
Institutes for advanced study (NDEA X I) ¹				University community service programs (HEA I) ¹			
School assistance in federally affected areas:				Adult basic education (Adult Education Act):			
Maintenance and operations (Public Law 81-874) ¹				Grants to States ¹			
Construction (Public Law 81-815) ¹				Special projects and teacher training.....			
Teacher Corps.....				Educational improvement for the handicapped:			
Higher educational activities:				Preschool and school programs for the handicapped			
Program assistance:				(ESEA VI) ¹			
Strengthening developing institutions (HEA III):				Training programs for teachers of the handicapped.....			
Colleges of A. & M. arts:				Handicapped research and demonstrations.....			
Second Morrill Act ¹				Captioned films for the deaf and media services.....			
Bankhead-Jones Act ¹				Research and training:			
Undergraduate instructional equipment and				General education research (ESEA IV).....			
other resources (HEA VI):				Training of educational researchers (ESEA IV).....			
Television equipment ¹				Construction of educational research laboratories			
Other equipment ¹				(ESEA IV).....			
Construction:				Vocational education research (Vocational Educa-			
Undergraduate public community colleges and				tion Act of 1963).....			
technical institutes (HEFA I, sec. 103) ¹				Foreign language education research (NDEA VI).....			
Other undergraduate facilities (HEFA I, sec.				Educational media research (NDEA VII).....			
104) ¹				Library improvement research (HEA II-B) ¹			
Graduate facilities (HEFA II) ¹				Higher education construction loan fund (HEFA III) ¹			
State administration (HEFA I, sec. 105) ¹				Civil rights educational activities:			
Teacher education:				Institutes for school personnel.....			
Elementary and secondary teacher programs				Grants to school boards.....			
(HEA V-C):				Arts and humanities educational activities:			
Experienced teacher fellowships.....				Instructional assistance:			
Prospective teacher fellowships.....				Grants to States ¹			
Strengthening graduate schools.....				Loans to nonprofit private schools ¹			
College teacher fellowships (NDEA IV) ¹				Teacher training institutes.....			
Institutes in the use of equipment and other				International education programs:			
teaching aids (HEA VI) ¹				Advanced training in foreign languages (NDEA VI):			
Student aid:				Language and area centers.....			
Educational opportunity grants (HEA IV-A):				Fellowships.....			
Grants to higher education institutions ¹				Foreign language training and area studies (Fulbright-			
Encouragement of educational talent.....				Hays).....			
Direct loans (NDEA II):				II. TRANSFERRED FUNDS FROM OTHER AGENCIES			
Contributions to loan funds ¹				Manpower development and training activities.....			
Loans to educational institutions.....				Area redevelopment activities.....			
Cancellation of student loans.....				Educational television facilities.....			
Insured loans (HEA IV-B):				Assistance to refugees in the United States: Cuban			
Advances for reserve funds ¹				student loans.....			
Interest payments on insured loans.....				Civil defense educational activities.....			
College work-study program (HEA IV-C) ¹				Supplemental Appalachian grants for construction of and			
Expansion and improvement of vocational education:				equipment for facilities (sec. 214).....			
Vocational Education Act of 1963:				Total.....			
Grants to States ¹				29,815,460			
Work-study programs ¹				37,348,055			
				18,410,455			

¹ State allocated programs administered by State agencies.

² Includes title X of NDEA.

³ Includes State supervision.

⁴ Amount represents initial-year awards only.

PURPOSE OF THE BILL

Mr. SISK. Mr. Speaker, the purpose of H.R. 15280, as amended, is to provide the citizens of the District of Columbia the services and benefits derived from a land-grant college. The bill would name the Federal City College as the land-grant college for the District of Columbia. The important provisions of H.R. 15280 that will carry out the objective of the bill are as follows:

The Federal City College would:

First. Qualify for a \$50,000 annual grant—under the Morrill Act of 1890—to be used for instruction in agricultural and mechanic arts, home economics, youth and community development, and so forth.

Second. Qualify for fund allotments for research, investigation, and experimentation in marketing, consumer education, food handling, and so forth, under the Agricultural Marketing Act of 1946.

Third. Receive a total annual grant of \$170,000—under the Bankhead-Jones Act of 1935—for agricultural research, extension work, and increased support for land-grant colleges. The college would receive an equal share of an annual national grant of \$7.8 million, or \$150,000 and, on a population basis, a share of a further national grant of \$4.3 million, or \$20,000—for a total of \$170,000 to support such instruction. So as not to dilute the present entitlement of the 50 States and Puerto Rico to endowment and support funds, section 108 authorizes additional appropriations of \$170,000 to take care of the District.

Fourth. Receive authorization for a capital grant of \$7,241,706—in lieu of public land grants of land-scrip provided in the first Morrill Act for the States—to be an endowment to be invested in bonds and the income used for support of the college's mechanic arts and agricultural programs. The principal would be unimpaired, and if diminished would have to be restored by the District. This grant is in lieu of the land grants made to other colleges in earlier years under the First Morrill Act.

Fifth. Participate in cooperative extension services, including home economics and 4-H programs of the Department of Agriculture—By extending the Smith-Lever Act of 1914. The District will have to match the Federal allotments on a 50-50 basis following the fiscal year ending June 30, 1970.

Sixth. In addition to providing basic, enabling legislation for the college to qualify under the land-grant programs indicated, the bill includes for the District of Columbia acceptance of the terms and conditions of such programs.

BACKGROUND

The District of Columbia is the last remaining area in our Nation without the services of a land-grant college. This legislation would provide educational opportunities for citizens of the District of Columbia to study for careers in community services and to receive the benefits from cooperative extension programs.

The population of the District of Columbia is larger than that of 11 States of this Nation. Yet the people of the Dis-

trict of Columbia do not have their own land-grant college as do the 50 States and Puerto Rico. Young people looking toward careers in programs usually associated with land-grant colleges have had to apply for admission to States with land-grant universities. This has not been a satisfactory arrangement due to stringent student enrollment policies in the States and out-of-State tuition at land-grant colleges which are beyond the means of many potential college students in the District of Columbia.

In addition, the citizens of the District of Columbia have been denied cooperative extension programs that are connected with land-grant universities. Over the years, the Cooperative Extension Service has been increasing their services in home living, community improvement, and youth development in urban areas.

It became increasingly clear that the problems of providing educational opportunities for young people in certain disciplines associated with extension service, community services, environmental services, dietetics, home economics, as well as the problem of providing citizens of the District of Columbia with cooperative extension service, called for the establishment of a land-grant college in the District. Since the Federal City College, established by Congress on November 7, 1966—Public Law 89-791—is now developing a curriculum for course offerings in September of 1968, it seemed appropriate to name this college as the land-grant college for the District of Columbia. The Department of Health, Education, and Welfare, the Department of Agriculture, and the Bureau of the Budget favor this approach if these services are to be provided to the citizens of the District.

NECESSITY FOR THE LEGISLATION

The purpose of and need for a land-grant college was well defined by Eugene Davenport, dean emeritus, College of Agriculture, University of Illinois—in an address delivered to the Association of Land-Grant Colleges and Universities, November 16, 1931:

First of all, a repository of the world's stock of knowledge so far as it is possible to bring it together in available form and so far as means are at hand, for the purpose.

Second, it is a research institution, provided with specialists and equipment for adding to this stock of knowledge as widely as would be profitable in the development of the State and as fast as resources will permit.

Third, it is a source of information on which any man may draw freely and at will.

Fourth, it is a meeting place where specialists and citizens may discuss difficult problems and lay plans for the further development of the State.

Fifth, it is a teaching institution because such a repository of knowledge and agency for the advancement of civilization is of necessity an ideal place for the education of young men and women who take preparation for life as a serious matter. The teaching service of such an institution will always, therefore, be a prominent part of its work, the student being the best means to the end of an ever-advancing civilization.

Sixth, it maintains in many lives a cooperative extension service for technical assistance outside the campus.

Funds to be made available are limited to instruction and instructional equipment and supplies in agriculture, mechanic arts, English, mathematics, natural and physical sciences, economic sciences, and special preparation of teachers—the funds may not be used for the purchase or preservation of buildings or the purchase of land. Fields of instruction which have particular importance in the evolving needs of the citizens of the District of Columbia would be added to the college curriculum.

Mr. Speaker, I move the previous question on the bill and all amendments thereto to final passage.

The previous question was ordered.

The SPEAKER. The question is on the engrossment and third reading of the bill.

The bill was ordered to be engrossed and read a third time, and was read the third time.

MOTION TO RECOMMIT

Mr. GOODLING. Mr. Speaker, I offer a motion to recommit.

The SPEAKER. Is the gentleman opposed to the bill?

Mr. GOODLING. I am, Mr. Speaker.

The SPEAKER. The Clerk will report the motion to recommit.

The Clerk read as follows:

Mr. GOODLING moves to recommit the bill H.R. 15280 to the House Committee on the District of Columbia for further study.

The SPEAKER. Without objection, the previous question is ordered on the motion to recommit.

There was no objection.

The SPEAKER. The question is on the motion to recommit.

Mr. GOODLING. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The question was taken; and there were—yeas 84, nays 253, not voting 96, as follows:

[Roll No. 154]

YEAS—84

Abbitt	Goodling	O'Konski
Abernethy	Griffin	O'Neal, Ga.
Adair	Gross	Poage
Ashbrook	Hagan	Poff
Baring	Haley	Pool
Belcher	Hall	Price, Tex.
Bennett	Hammer-	Rarick
Betts	schmidt	Rivers
Bevill	Hansen, Idaho	Roberts
Blanton	Hébert	Roudebush
Bray	Henderson	Satterfield
Brinkley	Hull	Saylor
Burleson	Hunt	Scherle
Cabell	Jones, N.C.	Sikes
Clancy	King, N.Y.	Skubitz
Colmer	Kornegay	Smith, Calif.
Davis, Ga.	Kyl	Smith, Okla.
Dellenback	Laird	Snyder
Denney	Langen	Steed
Devine	Leggett	Stephens
Dickinson	Lennon	Taylor
Dorn	Lloyd	Tuck
Dowdy	McClure	Waggonner
Downing	Marsh	Wampler
Edwards, La.	Martin	Watkins
Fisher	Michel	Watson
Frelinghuysen	Montgomery	Whitten
Gallfianakis	Myers	Willis
Gathings	Nichols	

NAYS—253

Adams	Annunzio	Blackburn
Addabbo	Arends	Boland
Albert	Aspinall	Bolling
Anderson, Ill.	Ayres	Brock
Anderson, Tenn.	Barrett	Brooks
Andrews,	Bates	Broomfield
N. Dak.	Bell	Brotzman
	Biester	Brown, Mich.

Brown, Ohio	Heckler, Mass.	Pryor
Broyhill, N.C.	Helstoski	Pucinski
Broyhill, Va.	Herlong	Quie
Buchanan	Hicks	Rallsback
Burke, Fla.	Holifield	Reid, Ill.
Burke, Mass.	Horton	Reid, N.Y.
Burton, Calif.	Hosmer	Reifel
Bush	Howard	Reinecke
Button	Hungate	Reuss
Byrne, Pa.	Hutchinson	Rhodes, Ariz.
Byrnes, Wis.	Irwin	Rhodes, Pa.
Cahill	Jacobs	Riegle
Carter	Jarman	Robison
Cederberg	Joelson	Rodino
Chamberlain	Johnson, Calif.	Rogers, Colo.
Cleveland	Jonas	Rogers, Fla.
Cohelan	Jones, Ala.	Rooney, N.Y.
Collier	Kartr	Rooney, Pa.
Conable	Kastemeier	Rosenthal
Conte	Kazen	Rostenkowski
Corbett	Keith	Roth
Cramer	King, Calif.	Roush
Cunningham	Kirwan	Rumsfeld
Daniels	Kluczynski	Ruppe
Davis, Wis.	Kuykendall	Ryan
Dawson	Kyros	Sandman
de la Garza	Latta	St Germain
Delaney	Lipscomb	St. Onge
Dent	Long, Md.	Schadeberg
Derwinski	McCarthy	Schneebell
Dingell	McCloskey	Schwelker
Dole	McDade	Schwengel
Donohue	McDonald,	Scott
Dow	Mich.	Shipley
Duncan	McEwen	Shriver
Dwyer	McFall	Sisk
Eckhardt	MacGregor	Slack
Edmondson	Machen	Smith, Iowa
Edwards, Ala.	Madden	Smith, N.Y.
Edwards, Calif.	Mahon	Springer
Erlenborn	Mailliard	Stafford
Esch	Mathias, Calif.	Stanton
Eshleman	Mathias, Md.	Steiger, Ariz.
Evans, Colo.	Matsunaga	Steiger, Wis.
Fallon	Meeds	Stratton
Fasell	Meskill	Taft
Feighan	Miller, Ohio	Talcott
Findley	Mills	Teague, Calif.
Flood	Minish	Thompson, Ga.
Ford	Mink	Thompson, N.J.
William D.	Minshall	Thomson, Wis.
Fountain	Mize	Tiernan
Fraser	Monagan	Udall
Friedel	Moorhead	Ullman
Fulton, Pa.	Morgan	Van Deerlin
Fulton, Tenn.	Morris, N. Mex.	Vander Jagt
Fuqua	Morse, Mass.	Vanik
Gallagher	Morton	Vigorito
Gardner	Mosher	Waldie
Garmatz	Moss	Walker
Gibbons	Murphy, Ill.	Whalen
Gonzalez	Murphy, N.Y.	White
Gray	Natcher	Whitener
Green, Pa.	Nedzi	Widnall
Griffiths	Nelsen	Wiggins
Grover	O'Hara, Mich.	Williams, Pa.
Gubser	O'Neill, Mass.	Winn
Gude	Ottinger	Wolf
Gurney	Patten	Wright
Halpern	Pelly	Wyatt
Hamilton	Pepper	Wydler
Hanna	Perkins	Wyman
Hansen, Wash.	Pettis	Yates
Hardy	Phillbin	Young
Harsha	Pickle	Zablocki
Hathaway	Pike	Zion
Hays	Pirnie	Zwach
Hechler, W. Va.	Price, Ill.	

NOT VOTING—96

Andrews, Ala.	Curtis	Jones, Mo.
Ashley	Daddario	Karsten
Ashmore	Diggs	Kee
Battin	Dulski	Kelly
Berry	Ellberg	Kleppe
Bingham	Everett	Kupferman
Blatnik	Evins, Tenn.	Landrum
Boggs	Farbstein	Long, La.
Bolton	Fino	Lukens
Bow	Flynt	McClory
Brademas	Foley	McCulloch
Brasco	Ford, Gerald R.	McMillan
Brown, Calif.	Gettys	Macdonald,
Burton, Utah	Gialmo	Mass.
Carey	Gilbert	May
Casey	Goodell	Mayne
Celler	Green, Oreg.	Miller, Calif.
Clark	Hallock	Moore
Clausen,	Hanley	Nix
Don H.	Harrison	O'Hara, Ill.
Clawson, Del	Harvey	Olsen
Conyers	Hawkins	Passman
Corman	Holland	Patman
Cowger	Ichord	Podell
Culver	Johnson, Pa.	Pollock

Purcell	Selden	Utt
Quillen	Staggers	Watts
Randall	Stubblefield	Whalley
Rees	Stuckey	Wilson, Bob
Resnick	Sullivan	Wilson,
Ronan	Teague, Tex.	Charles H.
Roybal	Tenzer	Wylle
Scheuer	Tunney	

So the motion to recommit was rejected.

The Clerk announced the following pairs:

Mr. Boggs with Mr. Gerald R. Ford.	
Mr. Celler with Mr. Halleck.	
Mr. Teague of Texas with Mr. Bow.	
Mr. Staggers with Mrs. Bolton.	
Mr. Corman with Mr. Holland.	
Mr. Ashmore with Mr. Utt.	
Mr. Miller of California with Mr. Del Clawson.	
Mrs. Sullivan with Mrs. May.	
Mr. Brademas with Mr. Harrison.	
Mr. Blatnik with Mr. Battin.	
Mrs. Kelly with Mr. Fino.	
Mr. Farbstein with Mr. Goodell.	
Mr. Flynt with Mr. Berry.	
Mr. Brasco with Mr. Whalley.	
Mr. Foley with Mr. McCulloch.	
Mr. Everett with Mr. Kleppe.	
Mr. Patman with Mr. Johnson of Pennsylvania.	
Mr. Bingham with Mr. Harvey.	
Mr. Evins of Tennessee with Mr. Burton of Utah.	
Mr. Tunney with Mr. Bob Wilson.	
Mr. Purcell with Mr. Pollock.	
Mr. Randall with Mr. Quillen.	
Mr. Podell with Mr. Moore.	
Mr. Dulski with Mr. Don H. Clausen.	
Mr. Charles H. Wilson with Mr. Cowger.	
Mr. Rees with Mr. McClory.	
Mr. Watts with Mr. Lukens.	
Mr. Ichord with Mr. Mayne.	
Mr. Carey with Mr. Kupferman.	
Mr. Landrum with Mr. Curtis.	
Mr. McMillan with Mr. Wylie.	
Mr. Andrews of Alabama with Mr. Kee.	
Mr. Nix with Mr. Resnick.	
Mr. Brown of California with Mr. Conyers.	
Mr. Hawkins with Mr. O'Hara of Illinois.	
Mr. Clark with Mr. Daddario.	
Mr. Culver with Mr. Ashley.	
Mr. Karsten with Mr. Ellberg.	
Mr. Gettys with Mr. Daddario.	
Mr. Casey with Mr. Gialmo.	
Mr. Diggs with Mrs. Green of Oregon.	
Mr. Gilbert with Mr. Long of Louisiana.	
Mr. Macdonald of Massachusetts with Mr. Hanley.	
Mr. Olsen with Mr. Ronan.	
Mr. Passman with Mr. Roybal.	
Mr. Scheuer with Mr. Stubblefield.	

Messrs. SCHADEBERG and CHAMBERLAIN changed their vote from "yea" to "nay."

Mr. WHITTEN changed his vote from "nay" to "yea."

The result of the vote was announced as above recorded.

The SPEAKER. The question is on the passage of the bill.

The bill was passed.

A motion to reconsider was laid on the table.

Mr. SISK. Mr. Speaker, I ask unanimous consent for the immediate consideration of a similar Senate bill (S. 1999) to amend the District of Columbia Public Education Act.

The Clerk read the title of the Senate bill.

The SPEAKER. Is there objection to the request of the gentleman from California?

There was no objection.

The Clerk read the Senate bill, as follows:

S. 1999

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the District of Columbia Public Education Act is amended by adding at the end thereof the following new title:

TITLE IV—MISCELLANEOUS PROVISIONS

SEC. 401. In the administration of the Act entitled "An Act to apply a portion of the proceeds of the public lands to the more complete endowment and support of the colleges for the benefit of agriculture and the mechanic arts established under the provisions of an Act of Congress approved July second, eighteen hundred and sixty two", approved August 30, 1890 (26 Stat. 417; 7 U.S.C. 321-326, 328); the tenth paragraph under the heading "Emergency Appropriations" of the Act entitled "An Act making appropriations for the Department of Agriculture for the fiscal year ending June thirtieth, nineteen hundred and eight", approved March 4, 1907 (34 Stat. 1256, 1281; 7 U.S.C. 322); the Act of May 8, 1914 (38 Stat. 372; 7 U.S.C. 341-346, 347a, 348, 349); section 22 of the Act of June 29, 1935 (49 Stat. 436; 7 U.S.C. 329); the Act of March 4, 1940 (54 Stat. 39; 7 U.S.C. 331); and the Agricultural Marketing Act of 1946 (60 Stat. 1087; 7 U.S.C. 1621-1629), the Federal City College authorized by this Act shall be considered to be a college established for the benefit of agriculture and the mechanic arts in accordance with the provisions of the Act of July 2, 1862 (12 Stat. 503; 7 U.S.C. 301-305, 307, 308), and the term "State" as used in the aforementioned laws or provisions of laws shall include the District of Columbia.

SEC. 402. (a) Section 22 of the Act of June 29, 1935 (49 Stat. 436; 7 U.S.C. 329), as amended, is amended by striking out "\$7,650,000" and inserting in lieu thereof "\$7,800,000", and by striking out "\$4,300,000" and inserting in lieu thereof "\$4,320,000".

(b) In lieu of extending to the District of Columbia those provisions of the Act of July 2, 1862 (12 Stat. 503; 7 U.S.C. 301-305, 307, 308), relating to donations of public lands or land scrip for the endowment and maintenance of colleges for the benefit of agriculture and the mechanic arts, there is authorized to be appropriated to the District of Columbia the sum of \$7,241,706. Amounts appropriated under this subsection shall be held and considered to have been granted to the District of Columbia subject to those provisions of that Act applicable to the proceeds from the sale of land or land scrip.

SEC. 403. There are hereby authorized to be appropriated such sums as may be necessary to extend the provisions of the Act of May 8, 1914 (38 Stat. 372; 7 U.S.C. 341-346, 347a, 348, 349), to the District of Columbia. Sums so appropriated shall be in addition to and not in substitution for, sums otherwise appropriated under such Act, or otherwise appropriated for agricultural extension work. Four per centum of the sums so appropriated for each fiscal year shall be allotted to the Federal Extension Service, Department of Agriculture, for administrative, technical, and other services of the Department in carrying out the purposes of this section. The District of Columbia shall not be required to offset allotments authorized under this section.

SEC. 404. The enactment of this title, shall, as respects the District of Columbia, be deemed to satisfy any requirement of State consent contained in any of the laws or provisions of law referred to in this title.

SEC. 405. Except with respect to the provisions relating to the extension of the Act of May 8, 1914 (38 Stat. 372; 7 U.S.C. 341-346, 347a, 348, 349), to the District of Columbia, this title shall be effective with respect to appropriations with respect to fiscal years beginning after June 30, 1968. In the case of the provisions of the Act of May 8, 1914, so extended, such provisions shall take effect

upon the date appropriations are made available for the purpose of carrying out such extension.

MOTION OFFERED BY MR. SISK

Mr. SISK. Mr. Speaker, I offer a motion.

The Clerk read as follows:

Mr. SISK moves to strike out all after the enacting clause of S. 1999 and insert in lieu thereof the provisions of H.R. 15280, as passed, as follows:

"SECTION 1. Title I of the District of Columbia Public Education Act is amended by adding at the end thereof the following new sections:

"SEC. 107. In the administration of—

"(1) the Act of August 30, 1890 (7 U.S.C. 321-326, 328) (known as the Second Morrill Act),

"(2) the tenth paragraph under the heading "EMERGENCY APPROPRIATIONS" in the Act of March 4, 1907 (7 U.S.C. 322) (known as the Nelson Amendment),

"(3) section 22 of the Act of June 29, 1935 (7 U.S.C. 329) (known as the Bankhead-Jones Act),

"(4) the Act of March 4, 1940 (7 U.S.C. 331), and

"(5) the Agricultural Marketing Act of 1946 (7 U.S.C. 1621-1629),

the Federal City College shall be considered to be a college established for the benefit of agriculture and the mechanic arts in accordance with the provisions of the Act of July 2, 1862 (7 U.S.C. 301-305, 307, 308) (known as the First Morrill Act); and the term 'State' as used in the laws and provisions of law listed in the preceding paragraphs of this section shall include the District of Columbia.

"SEC. 108. (a) Section 22 of the Act of June 29, 1935 (7 U.S.C. 329), is amended (1) by striking out "\$7,650,000" and inserting in lieu thereof "\$7,800,000", and (2) by striking out "\$4,300,000" and inserting in lieu thereof "\$4,320,000".

"(b) In lieu of extending to the District of Columbia those provisions of the Act of July 2, 1862 (7 U.S.C. 301-305, 307, 308), relating to donations of public lands or land scrip for the endowment and maintenance of colleges for the benefit of agriculture and the mechanic arts, there is authorized to be appropriated to the District of Columbia the sum of \$7,241,706. Amounts appropriated under this subsection shall be held and considered to have been granted to the District of Columbia subject to those provisions of that Act applicable to the proceeds from the sale of land or land scrip.

"SEC. 109. (a) In the administration of the Act of May 8, 1914 (7 U.S.C. 341-346, 347a-349) (known as the Smith-Lever Act)—

"(1) the Federal City College shall be considered to be a college established for the benefit of agriculture and the mechanic arts in accordance with the provisions of the Act of July 2, 1862 (7 U.S.C. 301-305, 307, 308); and

"(2) the term "State" as used in such Act of May 8, 1914, shall include the District of Columbia, except that the District of Columbia shall not be eligible to receive any sums appropriated under section 3 of such Act.

"(b) In lieu of an authorization of appropriations for the District of Columbia under section 3 of such Act of May 8, 1914, there is authorized to be appropriated to the District of Columbia such sums as may be necessary to provide cooperative agricultural extension work in the District of Columbia under such Act. For the fiscal years ending June 30, 1969, and June 30, 1970, sums appropriated under this subsection may be used to pay the total cost of providing such extension work; and for each fiscal year thereafter such sums may be used to pay no more than one-half of such cost. Any reference in such Act (other than section 3

thereof) to funds appropriated under such Act shall in the case of the District of Columbia be considered a reference to funds appropriated under this subsection.

"(c) Four per centum of the sums appropriated under subsection (b) for each fiscal year shall be allotted to the Federal Extension Service of the Department of Agriculture for administrative, technical, and other services provided by the Service in carrying out the purposes of this section.

"SEC. 110. The enactment of sections 107 and 109 of this title shall, as respects the District of Columbia, be deemed to satisfy any requirement of State consent contained in any of the laws or provisions of law referred to in such sections."

"SEC. 2. Sections 107 and 108 of the District of Columbia Public Education Act (added by section 1 of this Act) shall take effect with respect to appropriations for fiscal years beginning after June 30, 1968."

The SPEAKER. The question is on the motion offered by the gentleman from California.

The motion was agreed to.

The Senate bill was ordered to be read a third time, was read the third time, and passed, and a motion to reconsider was laid on the table.

A similar House bill (H.R. 15280) was laid on the table.

CORRECTION OF VOTE

Mr. KYROS. Mr. Speaker, on rollcall No. 153, today, I am recorded as not voting. I was present and voted "nay." I ask unanimous consent that the permanent RECORD be corrected accordingly.

The SPEAKER. Is there objection to the request of the gentleman from Maine?

There was no objection.

PROVIDING FOR CONSIDERATION OF H.R. 17324, RENEGOTIATION AMENDMENTS ACT OF 1968

Mr. SISK. Mr. Speaker, by direction of the Committee on Rules, I call up House Resolution 1181 and ask for its immediate consideration.

The Clerk read the resolution, as follows:

H. RES. 1181

Resolved, That upon the adoption of this resolution it shall be in order to move that the House resolve itself into the Committee of the Whole House on the State of the Union for the consideration of the bill (H.R. 17324) to extend and amend the Renegotiation Act of 1951. After general debate, which shall be confined to the bill and shall continue not to exceed two hours, to be equally divided and controlled by the chairman and ranking minority member of the Committee on Ways and Means, the bill shall be read for amendment under the five-minute rule. At the conclusion of the consideration of the bill for amendment, the Committee shall rise and report the bill to the House with such amendments as may have been adopted, and the previous question shall be considered as ordered on the bill and amendments thereto to final passage without intervening motion except one motion to recommit.

The SPEAKER pro tempore (Mr. HOLIFIELD). The gentleman from California [Mr. Sisk] is recognized for 1 hour.

Mr. SISK. Mr. Speaker, I yield 30 minutes to the gentleman from California [Mr. SMITH] and pending that I yield myself such time as I may consume.

Mr. Speaker, House Resolution 1181 provides an open rule with 2 hours of general debate for consideration of H.R. 17324 to extend and amend the Renegotiation Act of 1951.

The Renegotiation Act of 1951, as amended, authorizes the Government to recapture excessive profits on certain Government contracts and subcontracts. This act will expire as of June 30, 1968. H.R. 17324 extends the act for 3 years—until June 30, 1971.

The bill also amends the exemption for standard commercial articles and services to provide assurance that items qualifying for the exemption are, in fact, of a commercial nature.

In view of existing international conditions, the continuation of the Renegotiation Act is in the national interest. Total military procurement is expected to continue at a high level for the next few years. Modern military procurement, and space procurement as well, is characterized by changing technical requirements and increasing complexity. The nature of this procurement means there is often a lack of established market costs or prices to guide procurement officers. The use of negotiated contracts is therefore necessary for the large majority of the dollar amount of these procurements.

Total military procurement rose 59 percent—from \$28 billion in 1965 to \$44.6 billion in 1967. The normal timelag between the time a contract is awarded and the time renegotiation filings are made with respect to the contract, the amounts received by contractors from procurement awards during the Vietnam buildup will continue to be reported in Renegotiation Board filings during the next 3 years.

An extension of 3 years will give further time to evaluate the impact of several changes made in recent years in Government procurement techniques on the relationships between costs, profits, and prices in negotiated contracts and their effectiveness in reducing excessive profits on these contracts. A new system of establishing cost-profit-price relationships was initiated by the Defense Department in 1964. In addition, procurement negotiating has been improved through strengthening the Truth in Negotiations Act.

Additionally, the 3-year extension, in place of the permanent extension which was recommended, will give the Congress an opportunity to review the renegotiation process and the effects of recent changes in procurement practices after they have been in use for a while.

Mr. Speaker, I urge the adoption of House Resolution 1181 in order that H.R. 17324 may be considered.

Mr. Speaker, I reserve the balance of my time.

Mr. SMITH of California. Mr. Speaker, I yield myself such time as I may consume.

(Mr. SMITH of California asked and was given permission to revise and extend his remarks.)

Mr. SMITH of California. Mr. Speaker, as stated by the gentleman from California, House Resolution 1181 does provide for an open rule, with 2 hours of

general debate for the consideration of the bill H.R. 17324, the Renegotiation Act Amendments of 1968.

It will permit one motion to recommit.

Mr. Speaker, the purpose of the bill is to extend the Renegotiation Act, which expires on June 30, 1968, for an additional period of 3 years. The bill also amends those provisions of the act pertaining to the exemption for standard commercial articles and services to insure that items so classified are actually standard commercial items.

The act provides that the Renegotiation Board is empowered to review all contracts a supplier had with the Government over a period of a year to insure that no excessive profits were realized. Individual contracts of a supplier are not the test, but his total contracts for the year under review.

The committee believes the act must be extended and recommends a period of 3 years, through June 30, 1971. They believe it is necessary to insure that the Government pays no more than fair value for goods and services it purchases. This is particularly true in view of the increasing purchases by the Government, particularly for defense procurement. In 1965 the figure was \$28 billion. In 1967 it was \$44,600 million. The committee also wants more time to review the renegotiation process and also to study recent procurement practices of the executive departments.

As indicated, the "standard commercial" test is amended to insure that purchased items exempted from the terms of the act truly qualifies as an exemption. To so qualify, a supplier must show that of total sales on the item in question at least 35 percent of his sales were on a commercial basis.

The bill adds several additional qualifications to insure reporting of the sales of such items where by applying the exemption a supplier can remove all his other contracts from the renegotiation process by bringing his total contracts open to review below the \$1 million floor set by the act. In such cases, the bill will permit the Renegotiation Board to review contracts for other than standard commercial items. The bill also requires that the price for such articles or services be comparable when sold to either Government or the private market, and increase the 35-percent test to a requirement that 50 percent of the supplier's sales be of a commercial nature. This percentage test must be applied on a yearly basis; the current 2-year period as an alternative test is removed.

Mr. CURTIS has filed individual views. He believes that the only way Congress can require the improvement of our present procurement process is to fail to give such procurement agencies the "crutch" of renegotiation to correct their mistakes and return overpayments to the Treasury. He believes that procurement agencies will never really come to grips with their weakness in procurement policies until faced with the loss of their "crutch."

He also believes that the floor below which the Renegotiation Board does not review should be increased from \$1 mil-

lion to \$1,500,000 because of inflation in costs.

Mr. Speaker, I know that we must have renegotiation; however, I have never been quite able to understand why there was this ceiling at this low figure of \$1 million so far as small business is concerned, which requires them to keep accountants and requires them to have additional legal services, because they do not always know whether they might be called for renegotiation, and particularly when you have a fixed-price contract which was arrived at by bid.

I am at a loss to see why, in connection with a small business when the amount that they do is a million dollars, that they have to agree to renegotiate and the Government say, "You cannot make this amount of money," when they have sharpened their pencils in really sharp competition with other businesses and they are down to a fixed price; I am never quite able to understand.

Personally, I would much prefer this ceiling to be raised to \$2 million, \$3 million, or even \$4 million in an effort to help small business.

Mr. Speaker, I know of no objection to the rule and I urge its adoption.

Mr. SISK. Mr. Speaker, I move the previous question on the resolution.

The previous question was ordered.

The resolution was agreed to.

A motion to reconsider was laid on the table.

PROVIDING FOR CONSIDERATION OF H.R. 14907, FEDERAL CREDIT UNION ACT AMENDMENTS

Mr. SISK. Mr. Speaker, by direction of the Committee on Rules, I call up House Resolution 1178 and ask for its immediate consideration.

The Clerk read the resolution, as follows:

H. RES. 1178

Resolved, That upon the adoption of this resolution it shall be in order to move that the House resolve itself into the Committee of the Whole House on the State of the Union for the consideration of the bill (H.R. 14907) to amend the Federal Credit Union Act. After general debate, which shall be confined to the bill and shall continue not to exceed one hour, to be equally divided and controlled by the chairman and ranking minority member of the Committee on Banking and Currency, the bill shall be read for amendment under the five-minute rule. At the conclusion of the consideration of the bill for amendment, the Committee shall rise and report the bill to the House with such amendments as may have been adopted, and any Member may demand a separate vote in the House on any amendment adopted in the Committee of the Whole to the bill or committee amendment in the nature of a substitute. The previous question shall be considered as ordered on the bill and amendments thereto to final passage without intervening motion except one motion to recommit with or without instructions.

Mr. SISK. Mr. Speaker, I yield 30 minutes to the gentleman from California [Mr. SMITH] and pending that, I yield myself such time as I may consume.

Mr. SISK. Mr. Speaker, House Resolution 1178 provides an open rule with 1 hour of general debate for consideration of H.R. 14907 to amend the Federal Credit Union Act.

H.R. 14907 would extend maturity on secured loans of Federal credit unions from 5 to 10 years. The unsecured loan limit would remain at 5 years.

Federal credit unions would be able to invest in State-chartered central credit unions. At present, Federal credit unions may lend money to State-chartered central credit unions, but cannot become members.

When a credit union liquidates, normally because its sponsoring organization is moving or closing its facility, the credit union must sell its assets, normally its loans to members, in order to complete an orderly liquidation. Under existing law, these loans cannot be sold to another credit union. H.R. 14907 would permit these loans to be sold to other credit unions within strict guidelines.

Most credit unions offer free credit life insurance when a member obtains a loan; however, the same does not hold true for health and accident insurance. H.R. 14907 would provide that a Federal credit union could facilitate a member's purchase of health and accident insurance by allowing the payments for such insurance to be deducted from his loan repayment fees.

When a credit union wishes to borrow funds, it is necessary to gain approval from the board of directors. This legislation would allow the executive committee of the board to borrow funds rather than leaving that decision up to the entire board.

Under present law, credit unions can make unsecured loans up to \$750, or 10 percent of their unimpaired capital or surplus, whichever is smaller. H.R. 14907 would extend the unsecured loan limit on a stairstep arrangement to \$2,500.

In addition to the annual audit conducted by the Federal Government, Federal credit unions are required to have quarterly audits made by or on behalf of the credit union's supervisory committee. H.R. 14907 would replace the quarterly audits with a semiannual audit.

There is a technical amendment in the bill that makes it clear that a member of the supervisory committee can be removed by a vote of the majority of the board of directors of the Federal credit union and such removal does not require a vote of every member of the board of directors.

Mr. Speaker, I urge the adoption of House Resolution 1178 in order that H.R. 14907 may be considered.

(Mr. SISK asked and was given permission to revise and extend his remarks.)

Mr. SMITH of California. Mr. Speaker, I yield myself such time as I may consume.

(Mr. SMITH of California asked and was given permission to revise and extend his remarks.)

Mr. SMITH of California. Mr. Speaker, this resolution, House Resolution 1178, provides for an open rule with 1 hour's general debate for the consideration of H.R. 14907, the Federal Credit Union Act amendments.

The purpose of the bill is to amend the Federal Credit Union Act in a number of instances to meet problems which have

June 10, 1968

SENATE

11. ADMINISTRATION. Received from the Judiciary Committee a report entitled "Administrative Practice and Procedure" (S. Rept. 1172). p. S6905
12. ANTITRUST. Received from the Judiciary Committee a report entitled "Antitrust and Monopoly Activities, 1967" (S. Rept. 1226). pp. S6905-6
13. COPYRIGHTS; PATENTS. The Judiciary Committee reported without amendment S. J. Res. 172, extending the duration of copyright protection in certain cases (S. Rept. 1181). p. S6905
Received from the Judiciary Committee a report entitled "Patents, Trademarks, and Copyrights" (S. Rept. 1168). p. S6905
14. BASIN COMPACT. The Judiciary Committee reported with amendments S. 660, granting the consent of Congress to a Great Lakes Basin Compact (S. Rept. 1178). p. S6905
5. CREDIT. Passed without amendment H. R. 16674, to enable Federal intermediate credit banks and production credit associations to obtain additional capital funds from non-government sources. This bill will now be sent to the President. pp. S6897-99
16. EDUCATION. Concurred in House amendment to S. 1999, to amend title II of the District of Columbia Public Education Act (pp. S6954-5). See Digest 91 for provisions. This bill will now be sent to the President.
17. RESEARCH. Passed, 66-4, with amendments, H. R. 15856, the NASA authorization bill (pp. S6943-77). The bill contains items for research, including that conducted in cooperation with this Department on earth resources satellites providing information on agriculture and forestry through remote sensing devices, including identification and analysis of crop species, soil types, crop conditions, environmental conditions, tree identification, forest density, forest conditions, etc. Senate conferees were appointed (p. S6977).
18. WHEAT. At the request of Sen. Hickenlooper members of the Foreign Relations Committee were granted until the close of business Tues. to file minority views on the International Wheat and Trade Convention report. p. S6977
19. ELECTRIFICATION. Received from REA information on the approval of a loan to the Southern Illinois Power Cooperative of Marion, Ill.
20. HUNGER. Received from HEW a report dealing with the incidence of serious hunger and malnutrition and health problems incident thereto. p. S6901
Sen. Young, Ohio, stated, "Every effort must be made...to provide all Americans,...an adequate and balanced diet." pp. S6940, S6936
Sen. Percy inserted material regarding the potential of using fish protein concentrate to eliminate hunger. pp. S6940-41

21. POLLUTION. Received from HEW a report describing progress in the national effort to prevent and control air pollution. p. S6901
22. ATOMIC ENERGY. Received from the Atomic Energy Commission a proposed bill "to amend the Atomic Energy Act of 1954, as amended"; to Joint Committee on Atomic Energy. p. S6901
23. BUDGET. Sen. Pearson inserted a Kansas Bankers Association resolution calling for "immediate action to reduce the federal budget by at least \$6 to \$8 billion and increase income taxes at least as much at the 10 per cent surcharge." p. S6928
24. COMMERCE. Both Houses received from Commerce a proposed bill to provide for the continuation of authority to develop American flag carriers and promote the foreign commerce of the United States through the use of mobile trade fairs. pp. S6901, H4798

EXTENSION OF REMARKS

25. HUNGER. Sen. Mondale stated that hunger is a "national disaster", and inserted a report on hunger in Minneapolis published by the Office of Economic Opportunity. pp. E5126-7
26. POLLUTION. Rep. Ashley suggested that Federal activities pollute Lake Erie in violation of the law. pp. E5127-8
27. FARMING; FOREIGN AFFAIRS. Sen. Mondale inserted an article concerning agricultural development by private enterprise in Thailand, and stated that it is an example of the involvement of private industry in the international war on hunger. pp. E5135-6
28. POVERTY; LOANS. Sen. Mondale said that the Small Business Administration's economic opportunity loan program has brought help to disadvantaged people in urban and rural areas, and inserted articles about this program. pp. E5139-40
29. CONSERVATION; RECREATION. Sen. Murphy saluted the developers of the first conservation-recreation park in the Nation to be established and sponsored by private enterprise in Mendocino County, Calif. p. E5140
30. TAX; EXPENDITURES. Rep. Smith, Okla., inserted an article, "Gates to 'Chaos' Already Ajar", relating to the President's proposed income tax surcharge and the contemplated "slash" in spending. p. E5142
Rep. Brock inserted two articles which a constituent had called to his attention--"one tells of the administration's agonizing over where and how to trim \$6 million from the budget; the other reports on the progress of a Department of Agriculture financed project to 'improve the fit of women's clothing'." pp. E5143-4

Rutgers University, New Brunswick and Newark, New Jersey.

Upsala College, East Orange, New Jersey. Similarly, the Marine Corps reported that, as a result of official action by the institutions, it is not permitted to recruit on the following campuses at this time:

Barnard College,¹ New York City, New York.

Brandeis University, Waltham, Massachusetts.

College of New Rochelle,¹ New York City, New York.

Finch College, New York City, New York.

Long Island University,¹ Farmingdale, New York.

Pratt Institute, New York City, New York.

Queens College, Brooklyn, New York.

Sarah Lawrence College,¹ New York City, New York.

Syracuse University, Syracuse, New York.

University of Massachusetts, Boston, Massachusetts.

Central State University, Wilberforce, Ohio.

Hood College,¹ Frederick, Maryland.

Howard University, Washington, D.C.

Oberlin College, Oberlin, Ohio.

Wilberforce University, Wilberforce, Ohio.

University of Puerto Rico, Commonwealth of Puerto Rico.

The Department of Defense would strongly oppose the imposition of sanctions on schools resulting from these isolated situations, which are, in the large majority of the cases, considered temporary suspensions rather than permanent prohibitions.

Military recruiters visit colleges and universities as the guests of these institutions. Further, many of the schools listed above host one or more ROTC units. The imposition of a form of financial sanction on universities to compel recruiting on campus would have a serious detrimental effect upon the excellent relations now existing between military recruiters and the great majority of universities and university officials throughout the country. It is the judgment of military recruitment officials that such a policy could impair these relations and, in the long run, serve to handicap their college student recruitment programs.

Sincerely,

ALFRED B. FITT.

Mr. CURTIS. Mr. President, I wish to make one or two comments about the amendment.

The amendment is prospective. It does not seek to bar grants to institutions that have some time in the past barred recruiters from their campuses. The test is, at the time the grant is made, are they barring our recruiters from the campus? It boils down to a very simple proposition: Are we going to tax the men fighting for our country, and their relatives and their friends, to pay their portion of a grant to a university that will not even let the recruiters of the U.S. Government come on the campus? I can conceive of but one answer to that: We should not.

Also, are we to admit that when it comes to scientific knowledge, capability, and know-how, we are so bankrupt in this country that we are dependent upon a university that has as its policy the barring of recruiters of our Armed Services? I think not.

Much has been said about distributing these grants to more universities. Here is our chance. Some grants have been going to universities which, for some reason or other, have an official policy of not permitting the recruiters of our Armed Forces to come on the campus. I do not believe it is necessary to plead the

case for the need for such an amendment. I do call attention to this: In the amendment is language to make an appropriate exception when it is necessary to do so for the interest of the Government. Conceivably, some university could have a long time research project going, and it is about to be completed, and to abandon it would result in loss and damage to the space program of the country, or other loss. For that reason, we have this language in the amendment:

Except that this subsection shall not apply if the Administrator or his designee determines that the grant is a continuation or renewal of a previous grant to such institution which is likely to make a significant contribution to the aeronautical and space activities of the United States.

In offering this amendment with that language in it, I desire the legislative intent to be clear, that the exception is to be used only for the benefit of the United States, never for the benefit of the institution or some department or some researcher who would like to finish his work. The exception to the rule is in the amendment to protect the United States and is only to be used for that purpose.

Mr. President, the space program is very important to the country. I do not concur with the feeling that the program should be junked in order to take care of this cause and that cause. There must be restraint. There must be a reduction. There is a substantial reduction in the bill.

Sometimes the question is raised, "What good does it do to go to the moon?" Well, I do not know. When we get there, we may not find anything that will have a direct relationship for a long time to man's problems here on earth. But I do know this: In order to send a satellite to the moon and in order to send a manned spacecraft to the moon, the United States has to acquire information and add to the world's knowledge very significantly. Our gain will be in the scientific advances that come to the country by reason of the efforts of getting to the moon. If we fail to take part in that program, we will not lead the world or be among the leaders in scientific advance.

It is a program that must be carried on by the National Government. It is not of the type that can be carried on in the main by private individuals. The States cannot assume the responsibility. It has a direct relation to the defense of the country. If another nation can set an object in orbit around the earth and bring it down precisely at the point they wish, that has great potential from the standpoint of military action. Therefore, for our own defense not only must we carry on our space activities, but also, I believe we must give further attention to the military aspects of the matter, not for the purpose of aggression but for the purpose of keeping the peace; because as long as that know-how is in the hands of Uncle Sam, it is in the hands of the most generous, most just, most helpful peace-loving Nation on earth—a nation that has never used its might to overrun and control other people, a nation that has repeatedly helped nations when we had no legal obligation to do so.

Therefore, we cannot permit a situation to exist in which the free world does not have a participant in the whole realm of space. For that reason, I support this bill.

I believe that the amendment will be a good addition to the bill. It will not hurt the space program. I am satisfied that most of these institutions, probably all, will comply with it, because it is prospective in nature. If they do not comply with it, if it becomes law and an institution says to our country, "The recruiters for the Armed Forces are barred from this campus," certainly, something is wrong; certainly, there is a time to quit; and, certainly, there is a situation in which the governing bodies of those institutions need to look at the administration of them.

Mr. President, I urge the adoption of the amendment.

Mr. MAGNUSON. Mr. President, will the Senator yield?

Mr. CURTIS. I yield.

Mr. MAGNUSON. Could the Senator state for the record what military recruiters do on the campus? What is the day-to-day operation? Do they set up an office there and point out the benefits of a career in the military service, or just what do they do?

Mr. CURTIS. A member of the Committee on Armed Services would be better qualified to give the Senator from Washington a detailed answer.

I have made some observation of the situation. It is true that they are there to recruit members for the armed services. But they are also there to serve young men and women who are enrolled, because they answer the questions of the students. The students are facing a military obligation. They are able to find out where their talents can be used, and the periods and terms of service.

So this is a two-way street. It is not only to recruit personnel for the Armed Forces but is also a distinct service to the fine young men and women enrolled at the institution, who expect to discharge their responsibility for military service and are in need of information and answers to their questions.

Mr. MAGNUSON. Suppose a young man in college intended to enlist in one branch of the service? This would be a place for him to go to find out about it; or, he may have some sentimental reasons for going into the Army instead of the Marines, or vice versa.

He could find out the difference. It would enable him to make a better decision about his military service, which I hope the Record will show is purely voluntary in this case.

Mr. CURTIS. The Senator is correct. Mr. MAGNUSON. There is no forcing these people to do anything. They are there as a service. Is that correct?

Mr. CURTIS. The Senator is correct. This situation does not relate to selective service.

Mr. MAGNUSON. No.

Mr. CURTIS. It relates to recruiting of personnel and, as the Senator pointed out, it is a service to the individual involved.

Mr. MAGNUSON. They do not interfere with classes, education, or anything of that nature; is that correct?

Mr. CURTIS. I believe the Senator is correct.

I wish to point out, however, having read in the RECORD that the Secretary of Defense was opposed to this matter, since that time the amendment has been redrawn. I am not prepared to say that they now support it. I am prepared to say that some individuals, knowledgeable with procedures in the Department of Defense, have improved the language and I believe it is regarded as workable.

Mr. MAGNUSON. I shall state it another way. If someone went to the university and wanted to try to convince young men or young women not to enlist, he would have a right to say so in most universities, would he not?

Mr. CURTIS. I would expect so.

Mr. MAGNUSON. It seems to me that is the case. They are there only to try to help the young people to try to make up their minds about this matter. In the case of a Marine recruiter, he would not be a fellow who would try to incite anyone but he would be there merely for informational purposes. He might say: "This is what the Marine Corps is all about. If you are going to enlist, perhaps you would like to come into the Marine Corps."

Mr. CURTIS. I think it is important that Congress stop right away this practice which has been referred to. I believe institutions have an obligation, patriotic in nature, and in the interests of our country to cooperate with programs of the U.S. Government. I think this will correct the situation. I do not believe that very many universities will continue this practice if Congress takes this action.

Mr. MAGNUSON. I hope not, if these people are doing what the Senator and I have discussed. We have recruiting stations in different parts of the country. In some areas they may be a little removed from the campuses because there is no room on the campuses. However, it seems to me they perform a service and it is merely permissive of these people. There is no ordering of them to do this or that.

Mr. CURTIS. That is my understanding.

Mr. MAGNUSON. I thank the Senator.

Mr. THURMOND. Mr. President, I ask unanimous consent that I may be added as a coauthor of the Curtis amendment.

The PRESIDING OFFICER. Without objection, it is so ordered.

AMENDMENT OF DISTRICT OF COLUMBIA PUBLIC EDUCATION ACT

Mr. MORSE. Mr. President, I ask the Chair to lay before the Senate a message from the House of Representatives on S. 1999.

The PRESIDING OFFICER laid before the Senate the amendment of the House of Representatives to the bill (S. 1999) to amend the District of Columbia Public Education Act which was, strike out all after the enacting clause, and insert:

SECTION 1. Title I of the District of Columbia Public Education Act is amended by adding at the end thereof the following new sections:

"SEC. 107. In the administration of—

"(1) the Act of August 30, 1890 (7 U.S.C. 321-326, 328) (known as the Second Morrill Act),

"(2) the tenth paragraph under the heading 'EMERGENCY APPROPRIATIONS' in the Act of March 4, 1907 (7 U.S.C. 322) (known as the Nelson amendment),

"(3) section 22 of the Act of June 29, 1935 (7 U.S.C. 329) (known as the Bankhead-Jones Act),

"(4) The Act of March 4, 1940 (7 U.S.C. 331), and

"(5) the Agricultural Marketing Act of 1946 (7 U.S.C. 1621-1629),

the Federal City College shall be considered to be a college established for the benefit of agriculture and the mechanic arts in accordance with the provisions of the Act of July 2, 1862 (7 U.S.C. 301-305, 307, 308) (known as the First Morrill Act); and the term 'State' as used in the laws and provisions of law listed in the preceding paragraphs of this section shall include the District of Columbia.

"SEC. 108. (a) Section 22 of the Act of June 29, 1935 (7 U.S.C. 329), is amended (1) by striking out '\$7,650,000' and inserting in lieu thereof '\$7,800,000', and (2) by striking out '\$4,300,000' and inserting in lieu thereof '\$4,320,000'.

"(b) In lieu of extending to the District of Columbia those provisions of the Act of July 2, 1862 (7 U.S.C. 301-305, 307, 308), relating to donations of public lands or land scrip for the endowment and maintenance of colleges for the benefit of agriculture and the mechanic arts, there is authorized to be appropriated to the District of Columbia the sum of \$7,241,706. Amounts appropriated under this subsection shall be held and considered to have been granted to the District of Columbia subject to those provisions of that Act applicable to the proceeds from the sale of land or land scrip.

"SEC. 109. (a) In the administration of the Act of May 8, 1914 (7 U.S.C. 341-346, 347a-349) (known as the Smith-Lever Act)—

"(1) the Federal City College shall be considered to be a college established for the benefit of agriculture and the mechanic arts in accordance with the provisions of the Act of July 2, 1862 (7 U.S.C. 301-305, 307, 308); and

"(2) the term 'State' as used in such Act of May 8, 1914, shall include the District of Columbia, except that the District of Columbia shall not be eligible to receive any sums appropriated under section 3 of such Act.

"(b) In lieu of an authorization of appropriations for the District of Columbia under section 3 of such Act of May 8, 1914, there is authorized to be appropriated to the District of Columbia such sums as may be necessary to provide cooperative agricultural extension work in the District of Columbia under such Act. For the fiscal years ending June 30, 1969, and June 30, 1970, sums appropriated under this subsection may be used to pay the total cost of providing such extension work; and for each fiscal year thereafter such sums may be used to pay no more than one-half of such cost. And reference in such Act (other than section 3 thereof) to funds appropriated under such Act shall in the case of the District of Columbia be considered a reference to funds appropriated under this subsection.

"(c) Four per centum of the sums appropriated under subsection (b) for each fiscal year shall be allotted to the Federal Extension Service of the Department of Agriculture for administrative, technical, and other services provided by the Service in carrying out the purposes of this section.

"SEC. 110. The enactment of sections 107 and 109 of this title shall, as respects the District of Columbia, be deemed to satisfy any requirement of State consent contained in any of the laws or provisions of law referred to in such sections."

SEC. 2. Sections 107 and 108 of the District of Columbia Public Education Act (added by section 1 of this Act) shall take effect with respect to appropriations for fiscal years beginning after June 30, 1968.

Mr. MORSE. Mr. President, the amendment of the House is acceptable. I move that the Senate concur in the House amendment.

The PRESIDING OFFICER. The question is on agreeing to the motion of the Senator from Oregon.

The motion was agreed to.

Mr. MORSE. Mr. President, the bill which I introduced and to which the Senate just gave its final approval provides to the citizens of the District of Columbia the services and benefits derived from a land-grant college. Though the language in the bill as passed by the House is different from the Senate-passed bill, the intent is identical and authorizes the same programs.

The District of Columbia is the last area in this Nation that Congress has authorized the establishment of a land-grant college. I believe it is highly significant that Congress has just taken the unprecedented action in authorizing land-grant programs specifically for an entirely urban area. The legislation finally enacted by Congress today will, I believe, be a significant precedent toward establishing urban-grant colleges throughout the Nation to help alleviate slums and poverty in our cities. This legislation offers a real pioneering opportunity in urban-grant programs by the Federal City College. This college, in my judgment, is ideally suited to undertake this important task. My committee will be looking to the Federal City College to be creative and innovative in establishing urban-grant programs in the Nation's Capital.

The final action taken by Congress on this legislation today makes the Federal City College the latest authorized land-grant college and, in actuality, the first urban-grant college authorized by Congress.

I wish to compliment my very distinguished friend and colleague from Nevada [Mr. BIBLE] for the very wonderful report he gave me and the full District of Columbia Committee in connection with this legislation. I wish also to pay special tribute to the Senator from Vermont [Mr. PROUTY] and the late Senator Robert Kennedy for their championship of this very important legislation. They all fully understood the true significance and the impact that this legislation will have on the lives of tens of thousands of youngsters and the tens of thousands of families who live in the District of Columbia in circumstances approaching abject poverty. The members of the Senate District of Columbia Committee fully expect this legislation to provide urgently needed supplemental assistance to these youngsters and to their families who are hopelessly caught up in impoverished circumstances by informational, educational, and vocational inadequacies.

I also wish to compliment the full House District of Columbia Committee for its support of this legislation, especially my friend from California, Mr.

SISK, and my friend from Minnesota, Mr. NELSEN. Their assistance in getting this legislation through the Congress has been invaluable.

I also want to pay tribute to Mr. Russell Thackery, executive director of the National Association of State Universities and Land Grant Colleges, the Bureau of the Budget, the Department of Agriculture, the Department of Health, Education, and Welfare, and the District of Columbia government for their support of the bill. Finally, I would like to commend Dr. Frank Farner, president of the Federal City College, and Dr. Eugene Wiegman, dean of Community Education of the Federal City College, for their untiring work and efforts in behalf of the bill.

I close by saying that as the damning darkness hangs over many American cities this summer, I believe that this legislation, which will soon be forwarded to the President for his signature, is very significant legislation which can help light the candle toward achieving a more stable and meaningful urban society.

LONGER TERM LEASES OF INDIAN LANDS ON THE HUALAPAI RESERVATION IN ARIZONA

Mr. FANNIN. Mr. President, I ask the Chair to lay before the Senate a message from the House of Representatives on H.R. 4919.

The PRESIDING OFFICER (Mr. WILLIAMS of New Jersey in the chair) laid before the Senate a message from the House of Representatives announcing its disagreement to the amendments of the Senate to the bill (H.R. 4919) to authorize longer term leases of Indian lands on the Hualapai Reservation in Arizona.

Mr. FANNIN. Mr. President, I move that the Senate recede from its amendments to H.R. 4919.

The PRESIDING OFFICER. The question is on the motion to recede.

The motion was agreed to.

NATIONAL AERONAUTICS AND SPACE ADMINISTRATION AUTHORIZATION ACT, 1969

The Senate resumed the consideration of the bill (H.R. 15856) to authorize appropriations to the National Aeronautics and Space Administration for research and development, construction of facilities, and administrative operations, and for other purposes.

Mr. STENNIS. Mr. President, unless the Senator from New Mexico wishes to speak at this time I wish to address the Senate.

Mr. ANDERSON. I do not wish to speak at this time. The Senator may proceed.

Mr. STENNIS. Mr. President, it was partly at my suggestion that the committee did not pass on the proposal of the Senator from Nebraska at the time the bill was being drafted. My purpose was solely to check to see what effect the proposal would have with respect to the military and in order to get the complete picture of the entire situation.

After some conferences with the military, this language was revised some-

what. They do not support the amendment of the Senator from Nebraska, but the amendment certainly makes it much more workable from their point of view and I think from the point of view of NASA also.

I am glad to support the amendment. I think the Senator from Nebraska has rendered a service in the fine work he has done on this subject. I believe he has worked out a definite amendment that does present a sound approach. It could not be hurtful or injurious to others.

Mr. President, I wish to make this comment with respect to the question of the Senator from Washington. I think the Senator from Nebraska answered correctly. I have never heard of any abuse by any recruiting officer in connection with anything they have done on any of the campuses of any institutions. I think this situation of barring those officers was largely created by sentiment in connection with the war. However, this question goes far beyond the war. We will have to have a sizable military force for years to come.

It is a help to the men on the campuses. It is a help to the Government to render the service to the young men and find more about the talent, and it enables the young men to find out more about the service, what they offer as well as many other major facts concerning their situations.

Mr. MAGNUSON. Mr. President, will the Senator yield?

Mr. STENNIS. I yield.

Mr. MAGNUSON. I had always understood, right or wrong, and I do not wish to argue the matter, that many of the protestors have been the ones who have suggested that we have a volunteer military. It seems to me that is what we are trying to do. In many places where I have been there has been a lot of protest. They talk about the military being voluntary and this is what we are trying to do.

Mr. STENNIS. The word of the recruiting officers is a contribution toward voluntary military service.

Mr. President, I would like to add my support to the amendment offered by the Senator from Nebraska. In substance this amendment provides that where a finding has been made that Armed Forces recruiting personnel have been barred from the premises of institutions of higher learning, no funds appropriated pursuant to this legislation may be used for grants to these institutions unless the Administrator of NASA determines that this grant is a continuation or renewal of a previous grant which is likely to make a significant contribution to aeronautical and space activities of the United States.

It is not anticipated that this amendment will be very extensive in scope. It is my understanding that of the 21 schools which have barred recruiting, only seven now have NASA grants. In these instances, of course, it may well be that the institutions would revise their policy with respect to Armed Forces recruiting personnel.

It is important, however, Mr. President, that the policy aspect of this amendment be emphasized. In effect, it

should be considered a warning that the Government on the one hand will not be making grants to the same institutions which refuse to cooperate with the Government with respect to permitting Armed Forces recruiting personnel on their property.

The legislative history of this amendment should be made clear and I would emphasize the following points:

First, the finding of fact as to whether Armed Forces recruiting personnel have been barred from the premises of an institution would be determined by the Department of Defense. The amendment provides that a list of such institutions will be furnished by the Secretary of Defense to the Administrator of NASA within 60 days after the enactment of this authorization, with a subsequent report being furnished as of each January 30 and June thereafter. It should also be made clear that changes to this list can be made between these dates where there has been a change in university policy.

Second, the amendment provides authority under which the Administrator may make an exception to the requirement of the amendment if he finds that the grant is a continuation or renewal of a previous grant which is likely to make a significant contribution to the country in terms of aeronautical and space activity.

In summary, Mr. President, this amendment, in my opinion, will in no way have a harmful effect on our national space program. At the same time it will serve to establish a wise policy with respect to the use of NASA grants for institutions of higher learning.

Mrs. SMITH. Mr. President, I have cosponsored the amendment proposed by the distinguished Senator from Nebraska, and I now rise in its support.

NASA grants to universities are part of an overall cooperative program between the Federal Government and universities to strengthen institutions of higher learning. And, it has always been my belief that to attain cooperation, both parties involved must act in a responsible and amendable manner.

Senator CURTIS' amendment merely puts the universities on notice that they cannot, with one hand, bar Government representatives from the campus while holding out the other hand to obtain Government subsidy. Using a slightly old-fashioned proverb—the amendment says, “you can't have your cake and eat it too.”

I have no doubt that only a small number of universities will be affected by this amendment—but more importantly—its passage would clearly set forth the sense of the Congress on a subject that has become of concern to a great many people.

Mr. President, the distinguished junior Senator from Massachusetts, who also is a member of the Aeronautical and Space Sciences Committee, is necessarily absent from the city today on official business. However, he has asked that his statement in support of H.R. 15856 be inserted in the RECORD as part of the discussion on the bill.

Therefore, Mr. President, on behalf of Senator Brooke, I ask unanimous consent that this be done.

The PRESIDING OFFICER. Without objection, it is so ordered.

The statement of Senator BROOKE is as follows:

If the Congress were to agree to all the Presidential recommendations for research and development for FY 1969, obligations for R&D would increase about \$0.9 billion from \$16.9 billion in 1968 to about \$17.8 billion in 1969. There would be major increases for the Department of Defense and for the AEC—about \$1 billion. Other agencies would receive increases amounting to about \$0.3 billion. These would be offset by a decrease of \$0.4 billion for the National Aeronautics and Space Administration.

However, the Senate Committee on Aeronautical and Space Sciences has recommended a cut of \$0.2 billion in the budget request for NASA, so, in fact, R&D increases will be offset by a decrease in NASA's obligations of over \$0.6 billion.

Those of us who have dealt with the R&D programs of the federal government realize the significance of this effort to our country. It is an investment in the future. One of the most important parts of this effort is the NASA aeronautics and space program. Dr. Werner von Braun refers to the national space effort as "the cutting edge of our technology," for no other program cuts across so many scientific disciplines and so many technologies, providing building blocks for the future.

The demands on our national resources today are tremendous. The war in Vietnam is costing some \$30 billion a year. At home, it is clear as it has never been before that the Congress must take action to guarantee to the poor of our center cities their full right to participate in American life. I have said before, and I will repeat now, that this is where our priorities must lie.

But, at the same time, it would be a tragedy of the highest order if we turned our backs entirely on science and technology. The nation's scientific effort is not and cannot be a faucet to turn on and off. Scientific research must progress in orderly increments; individuals must be assured that they will have an opportunity to complete an effort begun. To call a temporary halt to efforts in progress would not only jeopardize their success but would, in the long run, greatly increase their cost.

With its tremendous resources, this country has the capability to attack all the present day problems and still carry out the aeronautics and space program of NASA as recommended by the Committee. To do less will deny our people the fruits that accrue to those who successfully undertake difficult scientific and technological programs. If we do not move forward with a vigorous space program, we can expect in the future to be less of a national power, to command less prestige among the other nations of the world, to suffer the loss of some of our national pride, to forego some defense benefits, to be less able to participate effectively in international cooperation and so be less effective in forging a peaceful world. We will feel particularly the impact on education since few programs have benefited education more than the national space effort.

The Committee on Aeronautical and Space Sciences has worked long and hard on this authorization bill. It has recommended \$220 million less than requested by the Administration and almost a billion dollars less than was requested for the program a year ago. I believe that this bill as reported by the Committee strikes a balance between the non-scientific priorities of this year and the need to maintain an orderly space program.

Mr. ANDERSON. Mr. President, this amendment was discussed favorably in committee, but it was agreed that it would not be accepted until the Senator from Mississippi [Mr. STENNIS] had an opportunity to study the matter. The Senator from Mississippi has studied it and has said he is glad to support the amendment. I see no objection to including the amendment in the bill, and I accept the amendment.

Mr. CURTIS. I thank the distinguished chairman, and ask for a vote on the amendment.

The PRESIDING OFFICER. The question is on agreeing to the amendment of the Senator from Nebraska.

The amendment was agreed to.

AMENDMENT NO. 845

Mr. PROXMIRE. Mr. President, I call up my amendment No. 845 and ask that it be stated.

The PRESIDING OFFICER. The amendment will be stated.

The assistant legislative clerk proceeded to read the amendment.

Mr. PROXMIRE. Mr. President, I ask unanimous consent that further reading of the amendment be dispensed with.

The PRESIDING OFFICER. Without objection, it is so ordered; and the amendment will be printed in the RECORD at this point.

The amendment offered by Mr. PROXMIRE, is as follows:

On page 17, between lines 2 and 3, insert the following new section:

"SEC. 7. Notwithstanding the foregoing provisions of this Act, not more than \$3,370,400,000 may be expended in the fiscal year ending June 30, 1969, for all programs authorized by this Act. The Administrator of the National Aeronautics and Space Administration in his discretion may determine the extent to which sums authorized by this Act for particular programs are reduced in compliance with the limitation contained in this section, but nothing contained in this section shall be deemed to authorize any increase in the amount of any such authorization."

On page 17, line 3, strike out "SEC. 7." and insert in lieu thereof "SEC. 8."

Mr. PROXMIRE. Mr. President, I ask for the yeas and nays on my amendment.

The yeas and nays were ordered.

Mr. PROXMIRE. Mr. President, I ask unanimous consent that the name of the Senator from Delaware [Mr. WILLIAMS] be added as a cosponsor of the amendment.

The PRESIDING OFFICER. Without objection, it is so ordered.

Mr. PROXMIRE. Mr. President, this amendment would cut \$780 million from the space authorization bill as it was reported to the floor of the Senate. It would slice \$1 billion from the amount requested in the President's budget. There are several basic reasons for this sharp cutback. First, the Senate has gone on record in support of a \$6 billion reduction in spending by approving the Williams-Smathers substitute for the excise tax bill. The House is apt to approve this approach by accepting the conference report on the tax hike proposing to cut the bill.

Where are the savings going to be made?

The obvious place to start is with the space program. It would be almost impossible to make a substantial cut in other programs, including vital human resources, without crippling or perhaps killing them.

Let me say that the \$6 billion reduction in expenditures means about a \$12 or \$13 billion cutback in appropriations. Thus, what I am asking for the space program, I think, is modest. It is in proportion and, frankly, if I had my way, it would be substantially bigger than that. Thus, it is a modest suggestion.

Second, the space cut would not have a major adverse impact on the moon shot program. It would simply prevent us from committing ourselves to post-moon-shot goals which are, as yet, clearly defined—I should say unclearly defined. They might well cost \$10 billion in the next few years. As members of the Senate, we should exercise our own legislative responsibility. We should make at least some specific and meaningful cut in expenditures rather than passing the entire buck to the executive branch. My amendment would give the Senate the opportunity to do just that. Members of Congress and Members of the Senate are frequently complaining—and understandably and rightly so—about the erosion of legislative authority and legislative power, that the executive branch has taken over more and more. Well, if we simply tell the executive branch to cut \$6 billion in spending and \$12 billion in appropriations anywhere they want to, certainly a major part of our legislative responsibility will have disappeared. We shall have abdicated.

Let me point out that the basic argument against going ahead as fully as the committee has asked us to go ahead with the space program is not simply a matter of money but a matter of manpower resources. The space program, more than any other governmental program I know about, uses the most competent, scientific capabilities we have in the economy, scientists who are desperately needed in graduate education, in defense, in industry, as well as technicians who are broadly needed in the country. This is truly a highly skilled program if ever there was one.

Six years ago, when Senator Kerr was handling the bill I introduced an amendment providing for a manpower study. Unfortunately, the amendment did not succeed. I wish that it had, because we would be in a much better position to know the degree to which we could afford to have scientific personnel which is, as I say, so urgently needed elsewhere, to go into a program which has its merits but which has, in my view, been placed far out of proportion to its justification.

There has been a tendency for people to look at the space program and space spending as strictly what we do with the NASA budget. Actually, that is only one part of it. There are other space programs in other agencies which are very substantial.

I invite attention to the fact that whereas the 1969 budget estimate for new obligational authority for NASA is



Public Law 90-354
90th Congress, S. 1999
June 20, 1968

An Act

82 STAT. 241

To amend the District of Columbia Public Education Act.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION. 1. Title I of the District of Columbia Public Education Act is amended by adding at the end thereof the following new sections:

"SEC. 107. In the administration of—

"(1) the Act of August 30, 1890 (7 U.S.C. 321-326, 328) (known as the Second Morrill Act),

"(2) the tenth paragraph under the heading 'EMERGENCY APPROPRIATIONS' in the Act of March 4, 1907 (7 U.S.C. 322) (known as the Nelson Amendment),

"(3) section 22 of the Act of June 29, 1935 (7 U.S.C. 329) (known as the Bankhead-Jones Act),

"(4) the Act of March 4, 1940 (7 U.S.C. 331), and

"(5) the Agricultural Marketing Act of 1946 (7 U.S.C. 1621-1629),

the Federal City College shall be considered to be a college established for the benefit of agriculture and the mechanic arts in accordance with the provisions of the Act of July 2, 1862 (7 U.S.C. 301-305, 307, 308) (known as the First Morrill Act); and the term 'State' as used in the laws and provisions of law listed in the preceding paragraphs of this section shall include the District of Columbia.

"SEC. 108. (a) Section 22 of the Act of June 29, 1935 (7 U.S.C. 329), is amended (1) by striking out '\$7,650,000' and inserting in lieu thereof '\$7,800,000', and (2) by striking out '\$4,300,000' and inserting in lieu thereof '\$4,320,000'.

"(b) In lieu of extending to the District of Columbia those provisions of the Act of July 2, 1862 (7 U.S.C. 301-305, 307, 308), relating to donations of public lands or land scrip for the endowment and maintenance of colleges for the benefit of agriculture and the mechanic arts, there is authorized to be appropriated to the District of Columbia the sum of \$7,241,706. Amounts appropriated under this subsection shall be held and considered to have been granted to the District of Columbia subject to those provisions of that Act applicable to the proceeds from the sale of land or land scrip.

"SEC. 109. (a) In the administration of the Act of May 8, 1914 (7 U.S.C. 341-346, 347a-349) (known as the Smith-Lever Act)—

"(1) the Federal City College shall be considered to be a college established for the benefit of agriculture and the mechanic arts in accordance with the provisions of the Act of July 2, 1862 (7 U.S.C. 301-305, 307, 308); and

"(2) the term 'State' as used in such Act of May 8, 1914, shall include the District of Columbia, except that the District of Columbia shall not be eligible to receive any sums appropriated under section 3 of such Act.

"(b) In lieu of an authorization of appropriations for the District of Columbia under section 3 of such Act of May 8, 1914, there is authorized to be appropriated to the District of Columbia such sums as may be necessary to provide cooperative agricultural extension work in the District of Columbia under such Act. For the fiscal years ending June 30, 1969, and June 30, 1970, sums appropriated under this subsection may be used to pay the total cost of providing such extension work; and for each fiscal year thereafter such sums may be used to pay no more than one-half of such cost. Any reference in such Act (other than section 3 thereof) to funds appropriated under

D. C. Federal City College. Establishment as land-grant college.
80 Stat. 1426.
D. C. Code 31-1601 note.
26 Stat. 417.

34 Stat. 1281.

74 Stat. 525.
54 Stat. 39.

60 Stat. 1087.

12 Stat. 503.
"State."

Appropriations.

67 Stat. 83.

"State."

Cooperative agricultural extension work.
67 Stat. 84;
76 Stat. 745.

Federal Ex-
tension Serv-
ice, allotment.

such Act shall in the case of the District of Columbia be considered a reference to funds appropriated under this subsection.

"(c) Four per centum of the sums appropriated under subsection (b) for each fiscal year shall be allotted to the Federal Extension Service of the Department of Agriculture for administrative, technical, and other services provided by the Service in carrying out the purposes of this section.

"SEC. 110. The enactment of sections 107 and 109 of this title shall, as respects the District of Columbia, be deemed to satisfy any requirement of State consent contained in any of the laws or provisions of law referred to in such sections."

Effective date.

SEC. 2. Sections 107 and 108 of the District of Columbia Public Education Act (added by section 1 of this Act) shall take effect with respect to appropriations for fiscal years beginning after June 30, 1968.

Approved June 20, 1968.

LEGISLATIVE HISTORY:

HOUSE REPORT No. 1465 accompanying H. R. 15280 (Comm. on the District of Columbia).

SENATE REPORT No. 888 (Comm. on the District of Columbia).

CONGRESSIONAL RECORD:

Vol. 113 (1967): Dec. 8, considered and passed Senate.

Vol. 114 (1968): May 27, considered and passed House,
amended, in lieu of H. R. 15280.

June 10, Senate concurred in House amendment.

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